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Table of Contents

Table of Contents (continued)

Education

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From van't Hoff to photon osmosis in a dielectric blackbody

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Abstract

The dielectric with index of refraction n is inserted in the blackbody photon sea. The spectral formula for photons in such dielectric medium is derived and the equation for the temperature of photons in such dielectric blackbody is presented. The derived equation is solved for the constant index of refraction. The photon flow initiates the osmotic pressure of he Debye phonons. It is not excluded that photon osmosis plays the substantial role in forming and development of the skin cancer.
Key words: Thermodynamics, blackbody, photons, phonons, dielectric medium, dispersion.

1 Introduction

The classical osmosis is the spontaneous passage of solvent molecules through a partially permeable membrane separating two solutions of different concentration into a region of higher solute concentration of solute, in order to equalize the solute concentrations on the two sides. Osmosis will stop when the two solutions reach equal concentration and can also be stopped by applying a pressure to the liquid on the stronger solution side of the membrane. The pressure of stopping diffusion is so called the osmotic pressure and it depends only on the concentration of solutions and not on their nature. The physical law which controll the osmotic pressure is so called van't Hoff's equation (published in 1885):

$$p = i\frac{C}{\mu}RT, \tag{1}$$

where p, i, C, μ, R, T are pressure, van't Hoff factor, concentration of solute, mollar mass, thermodynamic gas constant and temperature, and concentration is defined by formula $C = m/V$, where m is mass of solute in volume V. If solute is sugar, $C_{12}H_{22}O_{11}$, then molar mass μ for sugar is $\mu(sugar) = 342$, because $\mu_H = 1, \mu_C = 12, \mu_O = 11$. Solvent is water H_2O, and semi-permeable membrane is thin carrot slice. In case, we consider experiment where solvent is hydrogen - H, solute is Argon - Ar, then the semi-permeable membrane is used to be the striped platinum (Pt) tube.

Svante Arrhenius later explained the physical meaning of the van't Hoff factor as the electrolytic factor. The van't Hoff factor is unit for the standard solutions.

The osmotic pressure is the (Dalton) partial pressure of solute in solution. Osmotic pressure depends only on the molar concentration of the solute but not on its identity.

If on the one side of membrane is solution (e.g. water + sugar) and on the other side is solvent (e.g. water), then, in the specific volume of solution will be less molecules of liquid solvent than in the pure liquid. Then, number of particles of the solvent striking on the membrane from the side of solution will be smaller than from the side of solvent. As result of such process the current of liquid particle to the side of solution will be greater than from the side of solution. The statistical equilibrium is broken. In order to establish equilibrium it is necessary to introduce some pressure from the side of solution. This pressure is equal to so called osmotic pressure.

The derivation of the van't Hoff formula using the thermodynamic potential can be found in the texbooks on thermodynamics and statistical physics (Landau et al., 1980). The derivation of the osmotical pressure from rigorous statistical physics was given by Isihara (1971). On the other hand, the quantum theory of osmosis was not published. A Duth physical and organic chemist van't Hoff presented his Nobelian theory long time before the introduction of photons into physics by Max Planck, Lewis and Einstein and before the introduction of phonons into solid state physics by Einstein and Debye. So, the problem of the osmotic pressure in the blackbody with the dielectric medium arises as the problem of modern physics.

So, in quantum theory of light and quantum theory of solids, it is appropriate to consider instead of pure liquid, the photon gas as solvent diffusing through the adequate membrane and phonons in the crystal as solute. It means that we can use the photon gas of the blackbody surrounding the dielectric crystalline medium with with index of refraction n. Clearly speaking, if on the left side of membrane is dielectric medium with the index of refraction n and on the right side is photon gas of the blackbody, then inside of the left side of such device there is the osmotic pressure initiated by photons as solvent and phonons as solute.

The dielectric with photons is called here by term dielectric blackbody. Inside of dielectric medium with index of refraction n, the spectral radiation formula is modified and we derive in the next part mathematical structure of the spectrum of such dielectric blackbody. The derivation of the spectral formula is based on the original Planck spectral formula which was rederived by Einstein (1917).

2   The Einstein blackbody model

The distribution of the blackbody photons was derived by Planck (1900) from modification of the thermodynamical entropy, and later, Einstein (1919) derived the Planck formula from the Bohr model of atom which was based on two postulates 1. every atom can exist

in the discrete series of states in which electrons do not radiate even if they are moving at acceleration (the postulate of the stationary states), 2. transiting electron from the stationary state to other, emits the energy according to the law $\hbar\omega = E_m - E_n$, called the Bohr formula, where E_m is the energy of an electron in the initial state, and E_n is the energy of the final state of an electron to which the transition is made and $E_m > E_n$.

Let us remark that the Bohr theory does not involve the physical mechanism of creation of photons and the adequate model of photon. However, it follows from quantum theory of fields, that photon is excited state of vacuum and at the same time also an electron is the excited state of vacuum, which follows from the elementary experimental equation $\gamma + \gamma \rightleftharpoons e^+ + e^-$ (Berestetzkii et al., 1999). At present time we know from the most general quantum field theory that all matter and antimatter in universe are excited states of vacuum.

Einstein introduced coefficients of spontaneous and stimulated emission A_{mn}, B_{mn}, B_{nm}. In case of spontaneous emission, the excited atomic state decays without external stimulus as an analogue of the natural radioactivity decay. The energy of the emitted photon is given by the Bohr formula. In the process of the stimulated emission the atom is induced by the external stimulus to make the same transition. The external stimulus is a blackbody photon that has an energy given by the Bohr formula.

If the number of the excited atoms is equal to N_m, the emission energy per unit time conditioned by the spontaneous transition from energy level E_m to energy level E_m is

$$P_{spont.\ emiss.} = N_m A_{mn} \hbar\omega, \tag{2}$$

where A_{mn} is the coefficient of the spontaneous emission.

In case of the stimulated emission, the coefficient B_{mn} corresponds to the transition of an electron from energy level E_m to energy level E_n and coefficient B_{nm} corresponds to the transition of an electron from energy level E_n to energy level E_m. So, for the energy of the stimulated emission per unit time we have two formulas :

$$P_{stimul.\ emiss.} = \varrho_\omega N_m B_{mn} \hbar\omega \tag{3}$$

$$P_{stimul.\ absorption} = \varrho_\omega N_n B_{nm} \hbar\omega. \tag{4}$$

If the blackbody is in thermal equilibrium, then the number of transitions from E_m to E_n is the same as from E_n to E_m and we write:

$$N_m A_{mn} \hbar\omega + N_m \varrho_\omega B_{mn} \hbar\omega = N_n \varrho_\omega B_{nm} \hbar\omega, \tag{5}$$

where ϱ_ω is the density of the photon energy of the blackbody.

Then, using the Maxwell statistics

$$N_n = D e^{-\frac{E_n}{kT}}, \quad N_m = D e^{-\frac{E_m}{kT}}, \tag{6}$$

we get:

$$\varrho_\omega = \frac{\frac{A_{mn}}{B_{mn}}}{\frac{B_{nm}}{B_{mn}} e^{\frac{\hbar\omega}{kT}} - 1}. \tag{7}$$

The spectral distribution of the blackbody does not depend on the specific atomic composition of the blackbody and it means the formula (7) must be so called the Planck formula:

$$\varrho_\omega = \frac{\hbar\omega^3}{\pi^2 c^3} \frac{1}{e^{\frac{\hbar\omega}{kT}} - 1}. \tag{8}$$

After comparison of eq. (7) with eq. (8) we get:

$$B_{mn} = B_{nm} = \frac{\pi^2 c^3}{\hbar\omega^3} A_{mn}. \tag{9}$$

It means that the probabilities of the stimulated transitions from E_m to E_n and from E_n to E_m are proportional to the probability of the spontaneous transition A_{mn}. So, it is sufficient to determine only one of the coefficient in the description of the radiation of atoms.

The internal density energy of the blackbody gas is given by integration of the last equation over all frequencies ω, or

$$u = \int_0^\infty \varrho(\omega) d\omega = aT^4; \quad a = \frac{\pi^2 k^4}{15\hbar^3 c^3} \tag{10}$$

and the pressure of photons inside the blackbody follows from the electrodymanic situation inside blackbody as follows:

$$p = \frac{u}{3} \tag{11}.$$

Let us remark that coefficients A_{mn} of the so called spontaneous emission cannot be specified in the framework of the classical thermodynamics, or, statistical physics. They can be determined only by the methods of quantum electrodynamics as the consequences of the so called radiative corrections. So, the radiative corrections are hidden external stimulus, which explains the spontaneous emission.

3   The dielectric blackbody

We suppose here that inside of the blackbody there is the dielectric medium with the index of refraction $n(\omega)$. Then, the wave vector of photon inside the dielectric medium is given by known formula

$$q = n(\omega)\frac{\omega}{c}. \tag{12}$$

The number of light modes in the interval $q, q+dq$ inside of the dielectric in the volume V is Vq^2dq/π^2. After differentiation of formula (12) we get with $d\ln\omega = d\omega/\omega$

$$dq = \frac{1}{c}[n(\omega) + \omega\frac{dn(\omega)}{d\omega}]d\omega = \frac{n(\omega)}{c}\frac{d\ln[n(\omega)\omega]}{d\ln\omega}d\omega. \tag{13}$$

Then, it is easy to see that the number of states in the interval $\omega, \omega + d\omega$ of the electromagnetic vibrations in the volume V is

$$Vg(\omega)d\omega = \frac{V}{\pi^2}\left(\frac{n(\omega)}{c}\right)^3\frac{d\ln[n(\omega)\omega]}{d\ln\omega}d\omega. \tag{14}$$

If we multiply the last formula by the average energy of the harmonic oscillator,

$$< E_\omega >= \frac{\hbar\omega}{e^{\frac{\hbar\omega}{kT}} - 1}, \tag{15}$$

we get the Planck formula for the blackbody with dielectric medium:

$$\varrho(\omega) = \frac{n^3(\omega)\omega^2}{\pi^2c^3}\frac{d\ln[n(\omega)\omega]}{d\ln\omega}\frac{\hbar\omega}{e^{\frac{\hbar\omega}{kT}} - 1}, \tag{16}$$

where for $n = 1$, we get exactly formula (8).

4 The oscillator model of the index of refraction

This model follows from the classical theory of dispersion, which is based on the vibration equation of electron in an atom

$$\ddot{x} + \gamma\dot{x} + \omega_0^2 x = \frac{e}{m}E_0\cos\omega t, \tag{17}$$

where γ is the oscillator constant and ω_0 is the basic frequency of oscillator. The symbol ω is the frequency of the applied electric field. The index of refraction following from eq (17) is given by the formula (Garbuny, 1965)

$$n = 2\pi N\frac{e^2}{m}\frac{\omega_0^2 - \omega^2}{(\omega_0^2 - \omega^2)^2 + \gamma^2\omega^2}, \tag{18}$$

where N is number of electrons in the unit of volume.

In case of electrons with basic frequencies $\omega_1, \omega_2, \omega_3, \omega_4...\omega_n$, the last refraction index can be generalized to form more complex mathematical object. We consider here, to be pedagogical clear, only one oscillator with one basic frequency. Nevertheless it is possible consider arbitrary dielectric material with the phenomenological index of refraction.

Now the question arises, if the dielectric blackbody can be considered as the solution composed from atoms, phonons and photons where the osmotic pressure play some role. We had accepted this hypothesis as the correct one.

5 The osmosis in dielectric blackbody

Phonons were introduced in the crystal physics by Einstein in order to derive the adequate formula for he specific heat. The Einstein formula was generalized and improved by Debye who derived the formula for the average energy of phonons in a crystal in the interval of temperatures $\Theta - \delta < T < \Theta + \delta$ (δ is some parameter) as follows (Rumer et al., 1977):

$$U = N\varepsilon_0 + 3NTD\left(\frac{\Theta}{T}\right), \tag{19}$$

where $\varepsilon_0 = (9/8)\hbar\omega_{max}$, where

$$\omega_{max} = 2\pi v \left(\frac{3N}{4\pi V}\right)^{1/3} \tag{20}$$

and $D(x)$ is so called the Debye wave function of the following structure:

$$D(x) = \frac{3}{x^3}\int_0^x \frac{y^3}{e^y - 1}dy, \tag{21}$$

and the critical temperature Θ was derived by Debye in the following form:

$$\Theta = v\left(\frac{6\pi^2 N}{V}\right)^{1/3}, \tag{22}$$

with v being velocity of sound waves defined in the theory of elasticity of the crystal.

Let us compare the internal energies of the pure blackbody and dielectric blackbody and then let us compare the pressure inside of the pure blackbody and inside the dielectric blackbody.

For pure blackbody, we have $u = aT^4$ and for model with n given by eq. (18) we have

$$u = \int_0^\infty \varrho_n(\omega)d\omega = \int_0^\infty \varrho_n(\omega)\frac{n^3(\omega)\omega^2}{c^3}\frac{d\ln[n(\omega)\omega]}{d\ln\omega}\frac{\hbar\omega}{e^{\frac{\hbar\omega}{kT}} - 1}d\omega. \tag{23}$$

Because the dielectric medium is permeable for photons (and not for phonons), the outer pressure is equal to the photon gas pressure in dielectric blackbody, or $p(n) = u(n)/3 = u/3$. So,

$$\int_0^\infty \varrho_n(\omega)d\omega = u/3 = \frac{aT^4}{3}, \tag{24}$$

or,

$$\int_0^\infty \frac{n^3(\omega)\omega^2}{\pi^2 c^3}\frac{d\ln[n(\omega)\omega]}{d\ln\omega}\frac{\hbar\omega}{e^{\frac{\hbar\omega}{kT_{diel}}} - 1}d\omega = \frac{aT^4}{3}, \tag{25}$$

where we introduced the dielectric temperature T_{diel}, which physically means that the temperature of dielectric blackboddy is not the same as the temperature of the bath of vacuum blackbody photons. The last equation is the integral equation for function T_{diel} and in general represents very difficult mathematical problem of the future physics of the

dielectric blackbody. The experimental verification of the last equation will be also the crutial problem of photon phyics.

In the most simple case with $n = const$, we get fter some algebraic operation, that the temperature dielectric blackbody surraunded by the vacuum blackbody is given by the formula

$$T_{diel} = \frac{T}{\sqrt[4]{n^3}}. \tag{26}$$

The last formula can form the goal of the experimenters working in the blackbody radiation physics. The dielectric as the osmotic membrane plays the role of the Maxwell demonic refrigerator. The second possibility is to put $n = n(T)$ in order to get the integral equation for the dependence of the index of refraction on temperature. However, it seems that this assumption is not physically adequate.

In case of the dielectric Debye crystal, the equation of state is (Rumer et al., 1977)

$$p = \left(\frac{U_{phon}}{\Theta} - \frac{9}{4}N \right) \frac{d\Theta}{dV}, \tag{27}$$

where V and N is volume and number of oscillators in crystal. The difference $\Delta p = p(T) - p(T_{diel})$ is the osmotic pressure caused by the photon flow.

In case of the two-dimensional crystal, the internal phonon energy is (Rumer et al., 1977)

$$U_{2D-phon} = \frac{4}{3}N\Theta \left[1 + \left(\frac{T}{\Theta} \right)^3 \int_0^{\Theta/T} \frac{y^2}{e^y - 1} dy \right]. \tag{28}$$

and

$$\Theta = 2\pi v \left(\frac{N}{\pi\sigma} \right)^{1/2}, \tag{29}$$

where σ is the area of the 2D crystal (e. g. graphene, which is the carbon sheet), instead of $d\Theta/dV$ is $d\Theta/d\sigma$ and 9/4 must be replaced by the adequate constant. The osmotic temperature of the 2-dimensional and 1-dimensional dielectric crystal is an analogue of the 3-dimensional case and can be derived from the formulas by author article (Pardy, 2013).

6 Discussion

Osmosis is the physical phenomenon in the system with solute, solvent, solution and semi-permeable membrane. It plays fundamental role in biological and physiological systems, where for instance the photosynthesis in plants is not posible without water and photon osmosis and human being does not exist without liquid osmosis.

Isihara (1971) derived from the statistical physics the following formula for the osmotic pressure of the two-component statistical system:

$$p = kT \frac{\partial [\ln(\Xi/\Xi_0)]}{\partial V}, \qquad (30)$$

where Ξ and Ξ_0 are the big statistical sums of solute and solvent. The explicit mathematical form of the formula is sophisticated and the derivation of the van't Hoff formula is not elementary.

We have generalized the classical osmosis to the photon osmosis with phonons and photons where the osmotical pressure is realized by phonons and photons inside the medium with index of refraction. The change of temperature caused by osmotical pressure was described by eq. (25), which was solved by us only for the most simple case of the constant index of refraction. The solution of the general case is the problem of the future osmotic and photonic physics for the arbitrary index of refraction. The dielectric surface is the osmotic semi-permeable membrane and plays the role of the Maxwell demonic refrigerator.

The theory of phonon-photon dielectric blackbody is the preamble for experiments for the determination of the osmotic process as the consequence of the quantum properties of the phonon-photon gas. The role of phonon-photon osmosis in biological and physiological systems is crucial. The phonon-photon osmotic pressure plays probably substantional negative role in the formation and in the development of skin cancer.

It is not excluded, that the experiments with the quantum osmosis in plasma with magnetic field as semi-permeable osmotic membrane, will play crucial role in the TOKAMAK fusion reactor physics.

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Interaction Yarn Guide Surface

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Abstract

Purpose. The expressions for tension and shape of the filament axis with anisotropic friction properties and nonlinear dependence of the friction force from the normal pressure in the contact zone.

Methods. Studies based on the use of elements of differential geometry, calculus, mechanics thread. In the integration of differential equations, numerical methods used and the appropriate software.

Scientific and practical results. Improvement of many technological processes of textile and light industry should be based on theoretical and experimental studies of the interaction of threads with the working bodies of the process equipment. Theoretical study are to determine the shape and the axis of the thread tension during the interaction with its guide surfaces. The article presents the results of studies of the interaction with the yarn guide surface with anisotropic friction properties and nonlinear dependence of the friction force from the normal pressure in the contact zone. The results of the study can be used to improve the processes and equipment in the textile industry.

Keywords: yarn guiding surface, the coefficient of friction, the strength of the normal pressure, the radius of curvature.

The main material. The basic system of differential equations describing the motion of the thread on the guide surface has the form [1, 37-45]

$$\frac{\partial P}{\partial S} - Q_2 q_1 + Q_3 p_1 + F_\tau = T \times$$

$$\times \left[\frac{\partial (V_\tau + U'_\tau)}{\partial t} + (\omega_{0n} + \omega_{un})(V_b + U'_b) - (\omega_{0b} + \omega_{ub})(V_n + U'_n) \right];$$

$$\frac{\partial Q_2}{\partial S} + P\,q_1 + Q_3 r_1 + F_n = T \times$$

$$\times \left[\frac{\partial (V_n + U'_n)}{\partial t} - (\omega_{0\tau} + \omega_{u\tau})(V_b + U'_b) + (\omega_{0b} + \omega_{ub})(V_\tau + U'_\tau) \right]; \quad (1)$$

$$\frac{\partial Q_3}{\partial S} - P\,p_1 + Q_2 r_1 + F_b = T \times$$

$$\times \left[\frac{\partial (V_b + U'_b)}{\partial t} + (\omega_{0\tau} + \omega_{u\tau})(V_n + U'_n) - (\omega_{0n} + \omega_{un})(V_\tau + U'_\tau) \right];$$

$$\frac{\partial M_\kappa}{\partial S} - M_{u2} q_1 + M_{u3} p_1 + M_\tau = \gamma_\text{н} \left[J_{\tau_0} \pm \Delta_\tau(\vec{U}) \right] \varepsilon_1;$$

$$\frac{\partial M_{u2}}{\partial S} + M_k q_1 + M_{u3} r_1 - Q_3 + M_n = \gamma_\text{н} \left[J_{n_0} \pm \Delta_n(\vec{U}) \right] \varepsilon_2;$$

$$\frac{\partial M_{u3}}{\partial S} - M_k p_1 + M_{u2} r_1 + Q_2 + M_b = \gamma_\text{н} \left[J_{b_0} \pm \Delta_b(\vec{U}) \right] \varepsilon_3;$$

$$F_\tau = F_{mp} \cos\varphi; \quad F_n = N; \quad F_b = F_{mp} \sin\varphi;$$

$$\frac{1}{\rho} = \frac{\partial \varphi}{\partial S}; \quad \frac{1}{\rho_1} = \frac{\partial \Psi}{\partial S},$$

where P - thread tension; Q_2, Q_3 - shear force projection on the axis of the natural trihedron; T - the linear density of the filament; F_τ, F_n, F_b - projections of external forces on the axis of the natural trihedron; $V_\tau, V_n, V_b, U'_\tau, U'_n, U'_b, \omega_{o\tau}, \omega_{on}, \omega_{ob}, \omega_{u\tau}, \omega_{un}, \omega_{ub}$ - the projection of the velocity vectors of the deformation displacement, angular velocity and angular deformation on the axis of rotation of the natural trihedron; s -arc coordinate; t -time; M_K, M_{U2}, M_{U3} - bending and twisting moments in the filament cross-section; M_τ, M_n, M_b - the projection of the moment of external forces on the axis of the natural trihedron; q_1, p_1, r_1 - the main components of the curvature; I_{zo}, I_{no}, I_{bo} - geometric moments of inertia about the axes of the main trihedron to creasing thread; $\Delta_\tau(\vec{U}), \Delta_n(\vec{U}), \Delta_b(\vec{U})$ - functional factors that determine changes in the geometric moments of inertia due to the crease in the contact zone; γ_H - bulk density; $\varepsilon_1, \varepsilon_2, \varepsilon_3$ - the projection of the angular acceleration element thread on the main axis of the trihedron; F_{mp}, N - friction force and normal pressure in the contact zone; φ

– angular coordinate; ψ – corner of Saint-Venant; ρ, ρ_1 - radii of curvature and torsion axle thread.

Consider the number of special cases. The thread goes around the surface of the cylinder radius. This kind of interaction takes place during the processing of textile and sewing machines. We assume that the inertial forces can be neglected in comparison with the forces of tension and friction. Then the system of differential equations (1), taking into account that $V_\tau = V_n = V_b = 0, \ U_\tau^{'} = U_n^{'} = U_b^{'} = 0, \ \omega_{o\tau} = \omega_{on} = \omega_{ob} = 0, \ \omega_{u\tau} = \omega_{un} = \omega_{ub} = 0,$

$M_K = M_{U2} = M_{U3} = 0, \quad M_\tau = M_n = M_b = 0, \quad \rho = R, \ \rho_1 = \infty, Q_2 = 0 = Q_3$ the following system of differential equations [2, 44-47]

$$\frac{dP}{ds} = F_{mp}, \quad \frac{P}{R} = N. \tag{2}$$

Previous studies indicate that the strength and the coefficient of friction depend nonlinearly on the pre-tension, angle of coverage thread guide its radius. On the basis of this force and the coefficient of friction in the following way

$$F_{mp} = fN^n, \quad f = \frac{a}{b\varphi^{n_1}}, \tag{3}$$

where n, a, b, n_1 - are constants whose values depend on the type of material and thread guide and conditions of interaction between them. So the value of

n ranges $\frac{2}{3} \le n \le 1$ [2, 44-45]. When $n_1 = 0$, then the second equation of (3) will be equal to

the coefficient of friction $f = \frac{a}{b}$.

In view of the system of equations (3), we represent the system of differential equations (2) in the form

$$\frac{dP}{Rd\varphi} = \frac{aP^n}{b\varphi^{n_1} R^n}. \tag{4}$$

Share in the differential equation (4) variables and obtain the following differential equation

$$\frac{dP}{P^n} = \frac{aRd\varphi}{b\varphi^{n_1} R^n}.$$

We integrate this differential equation

$$\int_{P_0}^{P} P^{-n} dP = \frac{a}{bR^{n-1}} \int_{0}^{\varphi} \varphi^{-n_1} d\varphi, \tag{5}$$

or

$$\frac{1}{1-n} P^{1-n} \Big|_{P_0}^{P} = \frac{a\varphi^{1-n_1}}{bR^{n-1}(1-n_1)} \Big|_{0}^{\varphi}.$$

The final form of an expression for the tension in the leading branches of the thread

$$P^{1-n} = P_0^{1-n} + \frac{(1-n)aR^{1-n}}{b(1-n_1)} \varphi^{1-n_1}. \tag{6}$$

Represented by the equation (6) as

$$\ln P = \frac{\ln\left[P_0^{1-n} + \dfrac{(1-n)aR^{1-n}}{b(1-n_1)} \varphi^{1-n_1} \right]}{(1-n)}.$$

Define the value of the thread tension leading branch by entering the last equation to the limit $n \to 1$

$$\lim_{n \to 1} \ln P = \lim_{n \to 1} \frac{\ln\left[P_0^{1-n} + \dfrac{(1-n)aR^{1-n}}{b(1-n_1)} \varphi^{1-n_1} \right]}{(1-n)}. \tag{7}$$

Using Lopital rule transform the equation (7) in the form

$$P = P_0 e^{\frac{a\varphi^{1-n_1}}{b(1-n_1)}\left(\frac{R}{P_0}\right)^{1-n}}. \tag{8}$$

For the case when the friction coefficient has a constant value, taking into account equation (3), $n_1 = 0$ $f = \dfrac{a}{b}$, we obtain from (8)

$$P = P_0 e^{f\varphi\left(\frac{R}{P_0}\right)^{1-n}}. \tag{9}$$

Believing in the expression (9) $n = 1$, obtain the well-known formula of L.Euler

$$P = P_0 e^{f\varphi}.$$

Consider the second special case, when the thread with two anchorage points, makes sliding on a horizontal guide. In this case, the system of differential equations (1), taking into account the comments made earlier, takes the form [3, 11-14]

$$\frac{dP}{ds} = k_1 \mu_0 g \sin \varphi, \quad \frac{P}{\rho} = k_2 \mu_0 g \cos \varphi,$$

where μ_0 – the linear density of the filament; k_1, k_2 – the coefficients of friction yarn in the longitudinal and transverse direction.

Dividing the first equation of the second

$$\frac{dP\rho}{Pds} = \frac{k_1}{k_2} \frac{\sin \varphi}{\cos \varphi}. \tag{10}$$

In the integration of the differential equation (10) takes into account that

$$\rho = \frac{\left[1 + \left(\frac{dy}{dx}\right)^2\right]^{\frac{3}{2}}}{\frac{d^2 y}{dx^2}}, \quad \sin \varphi = \frac{\frac{dy}{dx}}{\sqrt{1 + \left(\frac{dy}{dx}\right)^2}}, \quad ds = \sqrt{1 + \left(\frac{dy}{dx}\right)^2}\, dx, \quad \cos \varphi = \frac{1}{\sqrt{1 + \left(\frac{dy}{dx}\right)^2}},$$

where x, y - coordinates of the point on the axis of the filament.

Substitute the last dependence in equation (10), we obtain

$$\frac{dP\left[1 + \left(\frac{dy}{dx}\right)^2\right]^{\frac{3}{2}}}{\sqrt{1 + \left(\frac{dy}{dx}\right)^2}\, dx \frac{d^2 y}{dx^2} P} = \frac{k_1 dy \sqrt{1 + \left(\frac{dy}{dx}\right)^2}}{k_2 dx \sqrt{1 + \left(\frac{dy}{dx}\right)^2}}.$$

After transformations we obtain the following differential equation

$$\frac{dP}{P} = \frac{k_1}{k_2} \frac{\frac{dy}{dx} d(\frac{dy}{dx})}{\left[1 + \left(\frac{dy}{dx}\right)^2\right]}.$$

After integration we obtain

$$P = P_0 \left[1 + \left(\frac{dy}{dx}\right)^2\right]^{\frac{k_1}{2k_2}}. \tag{11}$$

Substitute equation (11) into the second equation of the original system

$$\frac{1}{\mu_0}\frac{P_0\left[1+\left(\dfrac{dy}{dx}\right)^2\right]^{\frac{k_1}{2k_2}}\dfrac{d^2y}{dx^2}}{\left[1+\left(\dfrac{dy}{dx}\right)^2\right]^{\frac{3}{2}}}=\frac{k_2\mu_0 g}{\sqrt{1+\left(\dfrac{dy}{dx}\right)^2}}.$$

After transformations we obtain

$$\left[1+\left(\frac{dy}{dx}\right)^2\right]^{\frac{k_1}{2k_2}-1}\frac{d^2y}{dx^2}=\frac{k_2\mu_0{}^2 g}{P_0}. \qquad (12)$$

To solve the differential equation (12) it is necessary to use numerical integration.

Findings

1. get the basic system of differential equations describing the interaction of yarn guide surfaces.

2. studied special cases of the interaction of threads with the guide surfaces in the longitudinal and transverse movements.

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The Development of Student Self-Government and its Influence on Personality's Social Activity in Conditions of University

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Abstract

Modern university system of education teachers` supervision and students` self-government is suggested. Students` self-government as a form of students` personality development and training for life and activity in democratic society is presented.

The article is considered some social approaches to the study of social activity of the youth in the context of student self- government. For the development of self- government as a social institution it is necessary to present problems of students life in conditions of university discuss in public the importance and scale of these problems. It is discussed the development of students self-governmentas a significant component of a large scaled Ukrainian project of self-government development in the context of social democratization.

Different approaches scholars about the concept of the student government as a social institution, explore the factor of socialization of young people are described. Subjective factors, both positive and negative impacts on the socialization of young people in the student analyzes the development of skills of self-government, contributing to the formation of the welfare state within the research theme are given.

Key words: education, system, social activity student, self-government, university.

Актуальність статті полягає у тому, що сучасний студент у вищому навчальному закладі, повинен сам увійти в життя не пересічним індивідом, а соціальною особистістю, міцною тілом та духом, готовою брати участь у змаганні умінь та талантів, особистістю, вільною від психології споживача, людиною високої культури та широкого кругозору. Природний розвиток людської індивідуальності повинен підкріплюватися уміннями думати по новому, працювати по новому, жити в нових умовах. Важлива особливість та перевага демократії, а насамперед, самоврядування народу на демократичних засадах, полягає в тому, що це явище, багатогранне та багатопланове, воно розвивається у масштабах суспільства та охоплює всі його рівні.

Реалізуючи через самоврядування свої права та обов'язки, сучасне студентство матиме можливість забезпечити поступальний розвиток суспільства. У зв'язку з цим важливо відмітити, отже, наскільки студент буде розвинений, настільки він буде

підготовлений до включення в процес суспільної діяльності. Соціальна активність особистості – це один з основних показників реального демократизму.

Метою статті є розкриття розвитку самоврядування в студентському середовищі, яке на сьогодні пов'язане із отримуванням у студентської молоді активної соціальної позиції, підвищення її вимогливості до себе, відповідальності за якість навчання, інтерес до громадської роботи. Студентське самоврядування, як і будь-які інші засоби навчання демократії, потрібно цілеспрямовано розвивати з урахуванням специфіки вищої школи, підтримувати ініціативу студентських організацій, аналізуючи та узагальнюючи накопичений позитивний досвід (по участі студентів у роботі вчених рад ВНЗ, у виборах ректорів, деканів тощо).

Студентське самоврядування ще тільки накопичує досвід. Але вже перші результати засвідчили, що воно в змозі вирішувати завдання вдосконалення навчального процесу, підвищення кваліфікації, розвитку творчої активності особистості, формування організаційно-управлінських якостей, укріплення соціальної позиції, навчання студентів демократії.

Розгляд проблеми студентського самоврядування вимагає, перш за все, проведення аналізу поняття «самоврядування». Процес підготовки студентів до самоврядування динамічний і тісним чином взаємопов'язаний та взаємообумовлений змістом та напрямами виховання. Самоврядуванню не можливо навчитись заочно або дистанційно, за допомоги лише макетів чи ігор. Самоврядуванню можна навчитись лише завдяки безпосередній участі у ньому. Тому, у вищому навчальному закладі, спочатку за допомоги більш досвідчених викладачів та лідерів, а потім і самостійно, студент має можливість навчитись участі у демократичному процесі, саме через самоврядування у своєму навчальному закладі, на факультеті, у групі [6].

Таким чином, через діяльність у певних сферах життя студентського колективу проявляються і закріплюються необхідні якості, виявляється рівень свідомості студента. Саме активна діяльність в органах, структурі студентського самоврядування є основним критерієм оцінки підготовленості студента до життя в нових соціальних умовах. Таким чином, готовність студентства до подальшої діяльності після закінчення університету ми уявляємо як інтегровану мету комплексної

виховної діяльності, яка включає формування якостей особистості, необхідних для подальшого функціонування в оточуючому середовищі.

Включення студентської молоді до самоврядування у життєдіяльності вищого навчального закладу, до вирішення питань навчання, відпочинку, побуту дає можливість докорінно змінити ситуацію, що склалася, сприяти відродженню потреб студентства в активних діях і внутрішньої готовності до них. Важливе місце в цьому процесі займає створення та розвиток студентського самоврядування.

Необхідність створення та розвитку студентського самоврядування зумовлено на сьогодні низкою обставин:

по-перше, студентське самоврядування сприяє вихованню демократичних навичок у практиці діяльності вищим навчальним закладом, широкому залученню молоді до вирішення державних завдань та громадських справ;

по-друге, студентське самоврядування покликане стати дієвим засобом формування майбутніх організаторів і вихователів, розвитку в них нового мислення, спрямованого на стимулювання самостійності і відповідальності за все, що відбувається навколо;

по-третє, студентське самоврядування – це така діяльність студентів, за допомогою якої максимально виявляються та реалізуються їх творчі здібності, формуються моральні якості, підвищується відповідальність кожного за результати своєї роботи [4].

Сфера діяльності органів студентського самоврядування включає навчання і побут студентів, міжособистісні відносини й участь у громадській роботі, підтримці порядку в гуртожитках і навчальних аудиторіях тощо. Слід зазначити, що специфіка вищих навчальних закладів, склад студентів, місцезнаходження та матеріальна база, а також традиції університету чи інституту мають певний вплив на те, у якій сфері студентське самоврядування буде виявлятися більше, а в якій менше. Але, напевно, не слід обмежувати самоврядування студентів у сфері матеріального забезпечення навчання та побуту. Головне поле для діяльності органів студентського самоврядування ми бачимо у позанавчальному процесі. Виходячи з досвіду, студенти з більшим бажанням беруть на себе організацію відпочинку, участь у науково-дослідній

роботі, ніж питання навчання і виховання, покладаючи їх вирішення на професорсько-викладацький склад, керівництво факультетів та вищих навчальних закладів.

Створення та розвиток студентського самоврядування передбачає, насамперед, необхідність дослідження питань розробки організаційної структури самоврядування студентських колективів. Єдиної думки про можливу і найбільш ефективну модель побудови органів самоврядування ВНЗ в даний час немає. На нашу думку, створювати у вищих навчальних закладах країни єдину організаційну структуру недоцільно, тому що необхідно враховувати реальний досвід і особливості розвитку студентського самоврядування в кожному конкретному ВНЗ. Проте, сьогоднішній досвід дозволяє виявити загальні тенденції, найбільш поширені варіанти. Складові самоврядування ми представили на рис. 1.

Робочі органи студентського самоврядування в навчально-виховному процесі формуються з метою сприяння адміністрації і громадським організаціям навчального закладу чи факультету у професійній підготовці майбутніх спеціалістів, виховання в процесі навчання, широкому включенні студентського колективу до навчально-виховної роботи. Такими органами можуть бути: навчально-виховні комісії, штаби з профвідбору і профорієнтації, штаби сесій, громадські комісії по розподілу молодих спеціалістів, студентські деканати тощо.
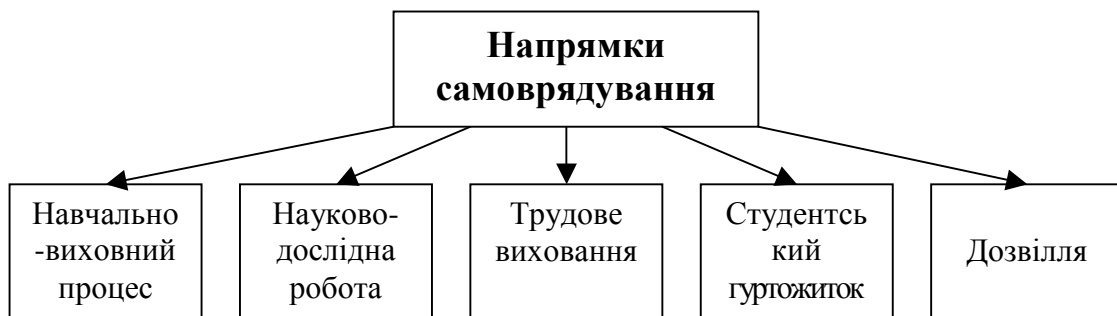
Рис. 1. Складові самоврядування студентів на факультетах та академічній групі.

Самоврядування – різновид соціального управління. Воно передбачає спільне рішення учасниками громадських відносин їх загальних справ і спільну діяльність щодо здійснення прийнятих рішень. Самоврядування відображає процес демократизації управління, коли прийняття і реалізація управлінських рішень стають

все більш масовими, а виконавці стають активними співучасниками цих процесів. Водночас, самоврядування є проявом розвитку культури громади, в якій найбільш повно відбувається самореалізація особистості її потреб інтересів і ціннісних установок [1].

Проблематика самоврядування існує поряд з розвиком соціальної активності молоді, яка пов'язана з основною дискусією сьогоднішньої психології, соціології і педагогіки у питаннях про діалектику об'єктивного і суб'єктивного, соціального середовища і особистості.

Для розуміння сутності соціальної активності молоді вітчизняні та зарубіжні автори зробили сутєєвий внесок [5, с. 18-22]. У свою чергу, Л.Кравченко виокремлює два підходи в описі та поясненні соціальної поведінки (*перший* – поведінка управляється соціальними нормами, правилами і зобов'язаннями, *другий* – особистість приймає самостійні рішення і діє незалежно, керуючись власними інтересами), і розглядає в їх інтеграції важливу і перспективну тенденцію [2].

Зазначимо, що соціальна активність відбувається у процесі соціальних практик, практичного осмислення своїх ідей, задумів, цілей, потреб. Процесуальній характер активності молоді проявляється і у тому, що формується цілісність особистості. Саморазвиваючись, долаючи свою соціокультурні обмеженя (якимись певними межами), особистість стає більш підготовленою до самореалізації на більш високому рівні.

Таким чином, соціальна активність виступає практичним втіленням «самомоделі» особистості і одночасно джерелом її зміни, оскільки в цьому процесі людина відкриває в собі нові здібності і таланти. У свою чергу, самоврядування – це дуалізм ініціатив, що може проявлятися так:

● «ініціатива знизу» (виходить від особистості, спільності);

● «ініціатива зверху» (всебічна підтримка ініціатив знизу зі стоку керуючої системи).

Підводячи підсумок, ми можемо стверджувати, що *самоврядування визначається нами як особлива форма ініціативної, активної, самостійної діяльності соціального суб'єкту незалежно від об'єкта (особистість, соціальна спільність,*

група, суспільство) – його включення в процеси прийняття і практичної реалізації управлінських рішень з питань його життєдіяльності.

Виходячи з вищезазначеного, ми можемо зробити висновок, що типологія самоврядування може бути заснована на різними критеріями, а саме:

● за змістом діяльності (самоврядування у сфері виробництва, політики, культури, освіти тощо);

● за об'єктом самоуправлінької діяльності – корпоративне самоврядування, вузівське самоврядування;

● за суб'єктами діяльності – особистість або конкретна соціальна група, що бере участь у самоврядуванні (індивідуальне, колективне, студентське самоврядування);

● за масштабом (самоврядування в конкретній організації; муніципальне, регіональне, загальнодержавне і міжнародне самоврядування);

● за характером – інституціалізоване і неінституціалізоване, формальне і неформальне;

● за цільовим призначенням – орієнтоване на залучення учасників в управлінні (функціональне) або на розвиток і реалізацію творчого потенціалу учасниками самоврядування (соціокультурне).

Отже, нами виокремлено види самоврядування, які не ізольовані один від одного, але одночасно перетинаються та переплітаються. При цьому, це дозволяє чіткіше визначити специфіку конкретного виду самоврядування, зокрема, – студентського.

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Кулінченко О.С. Розвиток студентського самоврядування та його вплив на соціальну активність особистості в умовах вищого навчального закладу

Автор розкриває особливості та складові студентського самоврядування, окреслює фактори, які вливають на самоврядування у ВУЗі, визначає типи самоврядування та його вплив на формування соціальної активності в умовах вузу.

Ключові слова: особистість, самоврядування, студентське самоврядування, активність особистості, соціальна активність.

The Management of Valuable Orientations of Young Specialists in Civil Service during Their Professionalism Process

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Abstract

The article 'The Management of Valuable Orientations of Young Specialists in Civil Service during Their Professionalism Process' of Ivan Mikhailovich Katkov concentrates on the aspects of processes of personal socialization and professionalism of young specialists in civil service.

It shows social base of Civil Service definition and its parts. The goal of research is to approbate the author model of management of valuable orientations of young specialists in civil service during their professionalism process.

The ideological core is finding the resolution of existing problems of management of the spiritual formation and development processes, and also forming optimal conditions and instruments for the development of moral education system of young specialists in civil service.

The results of a scientific research achieved by author could be used in modernization in personnel policy in civil service and development of a young civil servants spirituality upbringing system.

The author's technical contribution is stated in the development of a social model of management of forming of valuable orientations of young specialists in civil service during their professionalism process. Author also showed us the meaningful closer definition of civil servant, civil service.

Key words: civil service, young specialists, socialization, professionalism, culture, subculture, personality, valuable orientations.

The law concepts, enshrined in the Federal Law No. 79 of July 27, 2004 define public civil service as "a type of the public service representing professional official activities of citizens of the Russian Federation at positions of the public civil service of the Russian Federation on ensuring execution of powers of federal government agencies, government agencies of subjects of the Russian Federation" [Federal Law Russian Federation, N 79 of 27.07.2004 "On public civil service of the Russian Federation". Art. 3].

In sociological meaning, the public civil service is a link between the state and society, and the sphere of professional activity on protection of the rights and interests of citizens. Public service is also a form of manifestation of public relations and the communications, efforts and ways reach the constitutional ideal of the state to objective reality, represents not only political and legal, but also ethical system of the authoritative relations.

Values of professional activity of public servants and employees of deputy corps are the base of their organizational behavior. Level of corporate culture development of the

public civil service and personal values of the public civil servants form moral shape of the government representatives in society's mind.

From a law definition, the public civil servant is the citizen of the Russian Federation who are responsible for being on the civil service, carried out according to the act of appointment to the post and with the office contract also receives the monetary allowance at the expense of means of the federal budget or budget of the subject of the Russian Federation [Federal Law Russian Federation, N 79 of 27.07.2004 "On public civil service of the Russian Federation". Art. 13].

From a sociological definition, the public civil servant is a professional worker, the representative of the government who is carrying out the activity on a basis both legal and the spiritual, moral standards accepted in the professional environment. Professionalism, level of personal moral qualities, and valuable bases of the identity of the public civil servant directly depend on conditions of his socialization and professionalizing.

The valuable foundation of the person of the public civil servant is formed at the first stages of socialization, and personality of the young specialist itself, future professional is formed all the way of socialization and is object of management. Society is the subject of management. It carries out social control on public institutes and comes as a regulator of this process.

We define a personality of a public civil servant as his position in a system of the public relations and an individual set of social and psychological properties. According to V. A. Maltsev, the personality of the public civil servant represents the set of social properties of the individual, which is characterized by specific social, psychological and personal features. as V. A. Maltsev describes the personality like an organic unity of rationality, spirituality, sensuality [Maltsev V. A., the State programming - a method problem, 2004. T. 9. No. 9. Page 24-27].

In scientific literature many definitions of the concept "socialization" are presented. The following one can be one of the most exact. Socialization is a "process and result of development by separately taken person available and personally to it necessary social experience" [Nemov R. S., the Psychological dictionary. 2007. Page 408]. The essence of concept of socialization of the personality consists in the following thing. Socialization is a

difficult and multilevel process of acquisition and realization of social and life experience by the personality in daily practice.

three stages of socialization are defined at classical sociological school: before-labor, labor, post-labor. Before-labor socialization is carried out by the socializing institutes: family, preschool child care facilities, school, professional education establishments, labor collectives, organizations, public organizations, informal associations, etc.

Labor and post-labor socialization are provided with agents of socialization. Agents of socialization are people, institutions and social institutes which assistance goes near the socialization of the person. You can find in them the world important personalities, statesmen, scientists and art workers.

You can also range the periods in socialization. One of the periods is primary socialization. It covers the time personality spent at institute of a family where the main valuable orientations of the person are constructed and the first social experience is gained. Close people (brothers, sisters, etc.) carriers cultural and moral samples. Child reflex unconsciously "grabs" and acquires those values which are present at the social atmosphere of a family.

Process of socialization has no accurately designated final point, therefore, and accurate time frames. Conditionally process of partial socialization of the individual was designed on the basis of passing of three socializing institutes: family, school, high school.

One of socialization stages is an entrance of the individual in the labor and legal relations; this stage is defined as professionalizing. Process of professionalizing begins with the moment of accumulation of necessary amount of theoretical professional knowledge. The beginning of labor practice of the individual is the beginning of its formation as professional. Necessary professional knowledge, skills, and norms of professional ethics as well are formed during the personality professionalizing. From the author's point of view, the professionalizing is a process of formation and professionalism development.

Professionalizing of the personality is based on two interconnected components: 1) formation of professional consciousness expressed in psychological aspect of professionalizing and reflected in concept - professional development; 2) formation of professional skills on the basis of assimilation of social and professional norms. It promotes

formation of the personality as a professional activity subject and is expressed in the social aspect reflected in the concept "professional socialization".

Basic elements of primary professionalizing are professional education and a vocational education. The great value during secondary professionalizing gets professional self-education. We see it as an aspiration of the personality to creative development of own professional skills. It is obviously possible to construct model of management of socialization and professionalizing of the young specialist based on the considered provisions. You can see the model on picture 1.
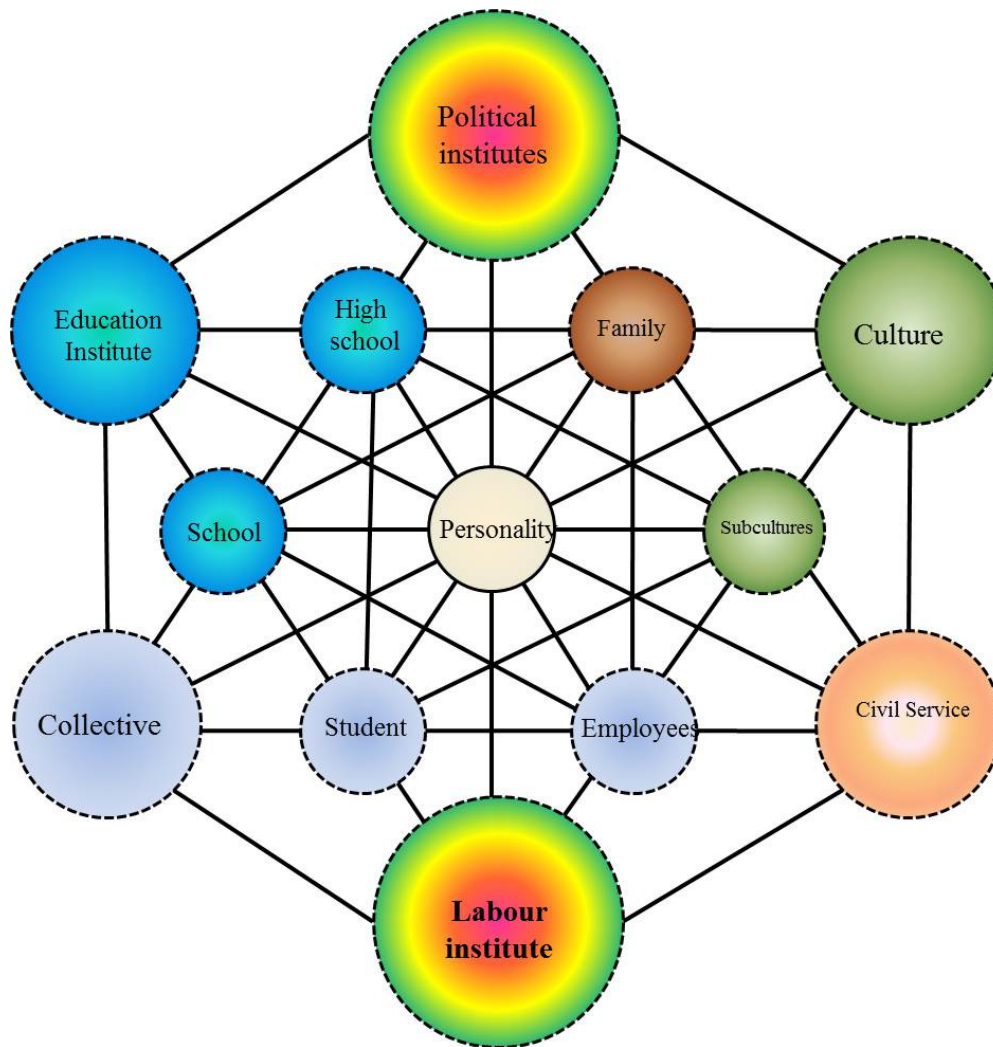
Picture 1 - Model of management of socialization and professionalizing of the young specialist of the public civil service

This model is agent based, which belongs to the class of imitating models. The feature of such model is poly-subjectness. Each of the elements presented in the model,

except the of the young specialist personality, is the subject of management; each of subjects (agents) interacts with others [Klebanov B. I., Moskalyov I. M, Begunov N. A. Multi-agent imitating model of municipality / Imitating modeling. Theory and practice. 2007. T. 2. Page 86-90].

Great number of agents organize agent systems. The agent is some kind of essence, which is active, autonomous behavior which in forces to make decisions according to some set of rules to interact with an environment, independently to change, and to create round itself new conditions [Lychkina N. N., Morozov U.A Imitating modeling of the social sphere. 2011. Page 25].

The main difference of this model from other models is lack of the centralized definition of behavior (dynamics) of system in general. Because of it, the analyst defines behavior at the individual level, and the global behavior arises as result of activity of many agents (hundreds, thousands, millions), where everyone conforms to the own rules, lives in the common environment and interacts with it and with other agents [Lychkina N. N., Kobylkin M. N. Modeling of the social sphere based on methods of system dynamics, 2006. Page 1009-1023].

We will pay attention that the subject presented by the public civil service has "modular" character, so it can be replaced with any other social agent according to the researcher's purposes. Property of the author's system's modularity gives to it universality of application in models of management creation with a great number of subjects and subject systems.

Let's see a ratio of social agents and the agent systems participating in process of socialization and professionalizing of the young specialist of the public civil service in the table (table 1).

Table 1-Social agents and agent systems.

№ П/П	Social agents	Agent systems
1	Government political institutes	Institution systems, represented by schools and high schools
2	The labor institute	Two types of collectives: student and employees
3	Family	Culture and subcultures
4	Civil service	Social organization culture of public servants

The author's scheme (Picture 1) is based on ordering of agents principle which consists of geometrical figures and their proportions. For this model, the number of social agents is equal to twelve. However, their real quantity is enormously big. This reason makes the author look through those social institutes, which influence needs to be studied within this dissertation research.

Eight of the agents presented to models organize three agent systems. You can see how six large agents forming big, or external, hexagon on the scheme; every agent is one of its corners. Other six agents form small, or internal hexagon. One of them are companions of large agents, creating with them agent systems, others play a role of independent agents.

Large agents have 5 connections. The smaller size agents have 7 connections. The individual in the center of the model has 12 connections because it is connected with each agent by direct or indirect link. All geometrical harmony of model is based on triangles. Thus, all social agents are located in corners of triangles and form strictly ordered and built system. All elements of system are in interrelation by means of either the direct, or mediated connections through adjacent agents.

The control system needs the presence of object and subject of management. In the model, that we are looking through, the object of management is the system of values of the identity of future young specialist of the public civil service. The public civil service acts as the subject of management. However the subject has no sharp borders. It is expressed through its components: culture of the social organization of the public civil service, labor collective, subcultures. It gives to the researcher opportunity of observation of influence separately of every part of the subject.

We understand the culture of social organizational public civil service like a system of values and social and cultures rules regulating its owners 'behavior. The labor collective is a group of people who deal with the tasks given to them. The relations in such group are regulated by values of labor collective, which are formed under the influence of organizational culture. Personal, professional and cultural wealth, any representative of labor collective is shown in their social positions.

The subculture is a part of the culture, consolidating idea, values, outlooks of people which are united by the common goals and motives allowing to develop individual and group

positions to other subcultures and culture of society in general [I.M. Katkov, Development of subcultures classification. 2014. Page 41].

The listed elements make subject of management – the public civil service. Note that the public civil service can be submitted by a large number of components, but it is enough for us to look through the listed elements. General number of subjects in the model offered by the author can vary depending on needs of the researchers studying various sociocultural phenomena.

The public civil service is one of subjects of management. The purpose of the subject is to form necessary valuable reference points of the young specialist of the public civil service. It is necessary to define tools to achieve purpose. The most influential elements of system - political institutes because their influence is traced at all levels of social life.

This influence is expressed in regulation of behavior and human relations at the level of legally consolidated norms and sanctions corresponding to them. However, the influence nature piercing everything does not indicate its universality, because regulation based on legal norms does not extend on area of the spiritual relations of people.

Thus, political institutes as the social subject influence other elements of system at the level of the legal relations. Therefore, the public civil service as the subject of social management has to operate with legal tools. It can be expressed in specific proposals of training programs modification of higher educational institutions in case of developing valuable orientations of the student's personality, education in him feeling of civic consciousness and patriotism.

The family, working and educational collectives and subcultures also influence on process of formation of valuable orientations of the young specialist personality. Political institutes indirectly influence a personality, through other social agents, such as a family and collectives in which the person presents in fact.

Since the main feature of model is influence of each element to each other, political institutes impact on subcultures via social factors. The public civil service can influence subcultures through political institutes which in its turn influence the personality through social factors.

Observation the model presented in picture 1 gives us possibility to allocate the stable social relations forming the microsocial systems visualized as graphic elements – triangles.

Such steady social systems are: the educational - labor collectives - the personality; school – higher education institution – the personality; higher education institution – a family – the personality; a family – subculture – the personality; the public civil service – political institutes – the personality; collective – political institutes – the personality; the public civil service – labor collective – the personality.

Valuable orientations are one of the powerful factors influencing professionalizing of young specialists of the public civil service. Therefore we consider it expedient to describe the mechanism of formation of valuable orientations of young specialists. The elements forming valuable orientations of the young specialist of the public civil service are values of organizational culture of the public civil service and value of labor collective.

Values of culture of the social organization of the public civil service contains standards of behavior, communication culture, humanistic values, labor values. They are also one of behavior regulators group in the relations of the public civil service system.

Values of labor collective is a system of norms, the behavioural and cultural samples reproduced in practice of collective and being regulators of the social relations in it.

The system of values of the young specialist of the public civil service is a set of cultural and professional wealth. The young specialist builds the relations in society according to this system. Valuable orientations of the young specialist of the public civil service is the relation of the young specialist to the material and spiritual benefits, which are ways to satisfy his requirements.

Thus, values of organizational culture of the public civil service form values of labor collective and influence system of values of the young specialist of the public civil service. Valuable orientations of the young specialist of the public civil service develop under the influence of its own system of values, values of labor collective and values of organizational culture of the public civil service.

The developed valuable orientations of the young specialist are regulators of his professionalizing. Young specialist develops a social position to all system of the relations of the public civil service according to them. In case of rejection of any values of organizational culture of the public civil service, it can break the professionalizing as a process of acquisition of necessary professional qualities and values of a profession.

From the author's point of view, the successful and effective management of formation of valuable orientations of young specialists of the public civil service during their professionalizing has to be based on the principles of continuity and adaptation of moral values, social and labor norms and rules in modern conditions. Control should be executed through influence of social and political institutes and their interactions. The foundation of formation given and fixed valuable orientations of young specialists of the public civil service should be the state policy of social education of moral qualities of youth.

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Academic Mobility of Students as a Form of Internationalisation of Higher Education in Ukraine

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Abstract

The article presents the researcher points of view on the role of academic mobility of students in Ukraine. The aim of this research is to analyse the data regarding the number of Ukrainian students studying abroad and the number of foreign students studying in Ukraine. The attention is drawn to the top destination countries of Ukrainian students abroad and countries-donors of foreign students in Ukraine. Theoretical and practical results of the research focus on analysis of the legislation of the federal government of Ukraine have showed that the development of academic mobility of students is a priority in terms of internationalisation of higher education in Ukraine.

Key words: academic mobility, students, higher education, internationalisation of higher education, Ukraine.

Introduction. One of the main contemporary trends in pedagogical research is the analysis of internationalisation of higher education in Ukraine. It is characterised by a growing interest in development of academic mobility of Ukrainian students, which testifies the topicality of this scientific paper. It is a well-known fact that modern Ukrainian academic society is aimed at integration into European and world scientific community. The success of the integration process of our country can be performed by highly educated experts in different fields of knowledge. For this purpose, it is necessary to modernize the higher education system and make Ukraine more open to the achievements of foreign systems of higher education. The way to educate undergraduate students, postgraduate students and even professors by means of international educational experience and professional training in foreign universities can be carried out with the help of academic mobility. Therefore, academic mobility of students plays a significant role in terms of internationalisation of higher education in Ukraine.

The aim of this research is to examine the role of academic mobility of students as a form of internationalisation of higher education in Ukraine, and to analyse the data regarding the number of Ukrainian students studying abroad and the number of foreign students in Ukraine.

In recent years, Ukrainian and foreign researchers have become increasingly interested in the problem of internationalisation of higher education, and especially, one of its

forms such as student academic mobility (V. Andrushchenko, N. Avsheniuk, I. Fedorova, T. Finikov, N. Huliaieva, S. Verbytska, O. Sahinova, D. Blum, L. Weber, Sh. Bond, J.-P. Lemassen, and others). Many contemporary studies have focused on various aspects of internationalisation of higher education worldwide, including Ukraine (I. Lapshyna, L. Huch, A. Churva, A. Sbruieva, I. Yurieva, S. Knutson, V. Kushnarenko, Ph. Altbach, J. Knight, H. De Wit, and many others). Over the last decade, research on academic mobility of students has increasingly demonstrated that an enormous number of national, international and supranational organisations have contributed to the development of international higher education within Ukraine and beyond. These are the following, World Bank, UNESCO, ERASMUS, OECD, AUCC, CBIE, ACE, CHEA, DAAD, CIMO, IAU, AAC, IQRP, IMHE, NAFSA, IIE etc.

Internationalisation of higher education in Ukraine. The integration of higher education of Ukraine into the European and world education area has been one of the central state education policies in the last decades. Since 2005, Ukraine is a member of the Bologna process, having signed the Bologna Declaration Ukraine has declared its intention to modernize higher education system to the European standards, which will certainly enhance participation of Ukrainian higher education establishments in academic mobility partnerships. In this regard, National Doctrine of Education Development in Ukraine for 2012–2021, Provision of Academic Mobility of Students of Higher Educational Institutions in Ukraine (Decree № 635 of 29.05.2013), and Law on Higher Education in Ukraine (Decree № 1556-VII of 01.07.2014) have lead to internationalization of higher education by means of legislative implementation of national education policy. Article #1 of the new Law on Higher Education specifies the definition of academic mobility as the opportunity for students to participate in the educational process to learn, to teach, to train or conduct research activities in another institution of higher education (academic institution) in Ukraine or abroad.

We share the opinion of a Ukrainian scholar I. Yurieva that ongoing integration of Ukraine into the international education community formulated the goals of international cooperation and stipulated the rights of the universities in undertaking academic, research and economic activities (I.Yurieva). Apart from that we support the point of view of Canadian scholars S. Knutson, V. Kushnarenko that Ukrainian higher education system is starting at an earlier place than other countries where universities are free to choose program

content, make financial decisions, create degree granting and credit transfer policies, and hire faculty via open and transparent competition (S. Knutson, V. Kushnarenko).

It is worth mentioning that Ukrainian State Centre of International Education (http://www.intered.com.ua) was established by the Ministry of Education and Science of Ukraine in 2003 to promote education opportunities in Ukraine for foreign citizens. Over the years, the Centre has become a reliable and effective partner not only for Ukrainian higher education establishments but as well for university agents responsible for recruiting foreign students to study in Ukraine. The Centre has contributed immensely to the successful promotion of Ukrainian education internationally. In close cooperation with academic institutions and agents the Centre organized and participated in multiple information and promotional education events held in different regions - CIS, Africa, Asia and the Middle East. While acting as the official representative of the Ministry of Education and Science of Ukraine the Centre actively collaborates with: higher education establishments in Ukraine, government authorities of Ukraine, Ukraine's diplomatic missions abroad, Embassies of foreign countries in Ukraine, agents working in recruitment of international students (currently there are 272 agents registered, for instance, "International Student Centre", "Atlas 2030", "Global Education Company", "Assistant International", "International Mobility and Youth Exchanges", etc.).

Student academic mobility. Academic mobility of students is a central issue that is defined as a form of international mobility for academic purposes which implies international and intercultural skill-building process. Most Ukrainian scholars consider academic mobility within the European educational area, but we claim that its geography is much broader and reaches other countries. Moreover, over the last three decades academic mobility of students has increased up to 300 %. According to UNESCO, in 2010, 3.6 million students took part in academic mobility programs outside their country. In comparison, in 2000 there were about 2 million students studying abroad worldwide, and the projected number of international students in 2020 will reach 5.8 million (UNESCO). Besides, there are some countries which have a positive dynamics of academic mobility development within Ukrainian student's involvement, for instance, Canada, Poland, USA, China, etc.

According to the data presented in the recent report of the International Foundation for Educational Policy Research (http://www.edupolicy.org.ua), in 2013/14 academic year in

Ukraine there were 59,391 foreign students from 138 countries and about 1,500 postgraduate students. It is estimated that less than 20,000 foreign students in Ukraine come from European Union countries. Therefore, we can state that the majority of foreign students in Ukraine come from post-Soviet countries, such as Azerbaijan (7599), Russian Federation (2930), Moldova (1703), Georgia (1517), Armenia (604)), as well as neighbouring countries like Turkey (1186) and Poland (871). In the EU-28 there are only 1576 students, 55% of which come from Poland.

On the other hand, the number of Ukrainian students studying abroad is taken into consideration with the regard to this research. It has been investigated that despite the fact that academic mobility has already become an essential part of internationalisation of higher education in Ukraine there is no institution that keeps the record of Ukrainian students who pursue their education abroad. Therefore, the data regarding the number of Ukrainian students studying abroad cannot be completely accurate. Nevertheless, thanks to international governmental organisations, non-governmental institutions, international foundations, embassies and consulates of foreign countries, and dedicated researchers, it remains possible to estimate the flow of Ukrainian students overseas.

While analysing Online Map of International Student Mobility by UNESCO Institute of Statistics (http://www.uis.unesco.org), we can state that almost 40,000 students from Ukraine were academically mobile in 2012. According to the analytical report of CEDOS (http://www.cedos.org.ua), the number of Ukrainian students at foreign universities during 2013/2014 academic year was 46,000. Among top destination countries were Poland, Canada, Germany, Czech Republic, Italy, USA, Spain, France, Australia, Great Britain, and others. To illustrate a dynamic grow of Ukrainian students abroad, compare the following data:

1. Poland: 2008-2009 academic year – 2831 Ukrainian students; 2013-2014 academic year – 15123 Ukrainian students;
2. Canada: 2008-2009 academic year – 715 Ukrainian students; 2013-2014 academic year – 2053 Ukrainian students;
3. Great Britain: 2008-2009 academic year – 535 Ukrainian students; 2013-2014 academic year – 1040 Ukrainian students.

Conclusion. Academic mobility of students is demonstrated to play a significant role in internationalization of higher education of Ukraine. Since 2000s Ukraine has shown a

dynamic growth in both international students abroad and foreign students in Ukraine, such findings can be explained by a number of reasons. Foreign universities have shown the rapid increase in hosting Ukrainian students due to close geographic location, internationalization of Ukrainian universities, diversity of academic mobility programmes (ERASMUS, IREX, Muskie, Fulbright, etc), but current military situation in the East of Ukraine is considered to be a detaining factor for foreign students. The number of Ukrainian students studying abroad and foreign students studying in Ukraine remains to be unbalanced due to unstable political and economic situation in Ukraine.

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International Cooperation in the Modernization
of University Education

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Abstract

The problem of education, particularly higher education, is one of the global problems. In the XXI century in higher education will dominate the trend of holistic human being. The academic community united efforts in the framework of international and regional associations, such as International Education, the European Association of Universities, the Program for an institutional management in higher education, other professional international and regional organizations. The factors that contribute to the growth of public and international demand for higher education are defined. The approaches to the implementation of international activities in the field of higher education: the activity, competence, etosny, process are discussed. The role of a virtual education as a change and an increase in the intrinsic qualities of real subjects, occurring as a result of their joint cooperation is noted. The models of the functioning of the electronic university: bimodal, remote and model of the consortium are reviewed. The role of international organizations European Register of Quality Assurance Agencies (EQAR) - in the development of international cooperation in higher education is noted.

Key words: Higher Education, international cooperation, demand for Higher Education, the Virtual education.

Проблема образования, в частности высшего, является одной из глобальных мировых проблем. В XXI веке в системе высшего образования будут преобладать тенденции развития целостной человеческой личности, среди которых следует подчеркнуть следующие: формирование духовности, культуры личности, планетарного мышления; национальная направленность образования, сочетание образования с историей и народными традициями; переход от воспроизведения к пониманию, осмыслению; компьютеризация и технополизация, которые образуют интеллектуальную деятельность человека; создание условий самоутверждения, самореализации и самоопределения личности; образования человека как высшей социальной ценности, что утверждает создание нового образца образования.

Основой для обеспечения устойчивого экономического роста, преодоления дисбалансов и дефицитов, повышения качества жизни, обновления технологий и знаний, защиты окружающей среды, развития, преодоления бедности в развивающихся странах, осуществления других целей развития тысячелетия в современном мире является международное сотрудничество. Академическое сообщество объединяет усилия в рамках международных и региональных ассоциаций,

таких как, Международное образование, Европейская асоциация университетов, Программа по институциальному управлению в высшем образовании, других профессиональных международных и региональных организаций.

Современное общество содействует повышению уровня интегрированности образования в глобальное образовательное пространство, включению в международные образовательные сети на различных уровнях (на уроне экспертных сообществ, профессиональных академических объединений, на уровне вузов); повышению качества участия институтов образования в международных организациях, проектах, программах и процессах, использованию их потенциала для продвижения отечественной системы высшего и профессионального образования, а также изучению передового зарубежного опыта и внедрения наилучших наработок в практику.

Можно выделить несколько факторов, обусловивших рост общественного и международного спроса на высшее образование: практически каждая страна мира и соответственно каждый гражданин хотят стать частью возникающей общественной формации — общества знаний; высшее образование обеспечивает получение более престижной и выше оплачиваемой работы; развитие и доступность альтернативных методов получения образования, таких как дистанционное обучение, заочное обучение, специализированные программы, позволило привлечь дополнительных студентов, которые в противном случае в силу ряда обстоятельств не смогли бы учиться; в большинстве наиболее развитых странах пожилые люди, количество которых постоянно растет, пытаются получать высшее образование. Часто это делается для повышения собственного культурного уровня; наличие стипендий и грантов делает высшее образование более доступным для менее обеспеченных слоев населения.

В научной литературе рассматриваются разные подходы по внедрению международной деятельности в сфере высшего образования. Дж. Найт предлагает следующую типологию подходов по интернационализации: деятельностный подход, компетентностный подход, этосный подход, процессный подход [1, с. 14–16].

Деятельностный подход рассматривает международное измерение в высшем образовании через призму всевозможных образовательных процессов,

образовательных программ, акдемической мобильности, международной деятельности, связанной с иностранными студентами и др. Компетентностный подход исследует степень сформированности компетенций, относящихся к интернационализации высшего образования, а именно: компетенций международного измерения. В данном подходе разработка международных учебных планов, образовательных программ, образовательный процесс и его обеспечение не являются конечным продуктом деятельности вуза, данная деятельность выступает как результат и как инструмент для развития соответствующих компетенций, и не только у студентов, но также и у остальных участников процессов (преподавателей, администрации, других сотрудников вуза). Этосный подход стоит ближе к теориям развития организаций, изучающим корпоративную культуру и климат в трудовом коллективе. В отношении интернационализации высшего образования данный подход устанавливает международный/межкультурный этос – кодекс этических правил, понятий, ценностей и поведения внутри высшего учебного заведения. Международный этос инициирует, поддерживает и усиливает развитие международного/межкультурного измерения внутри организации, что выводит его на более значимый уровень корпоративной культуры всего трудового коллектива. Процессный подход предполагает распространение международного измерения на все структуры высшего учебного заведения, с обязательным его отражением в политике вуза, во всех бизнес-процессах, предусматривает высокую степень развития и поддержки международной деятельности.

Расширению международного сотрудничества способствуют в начале XXI века в Европе и мире виртуальные университеты. Виртуальное образование - это изменение и увеличение внутренних качеств реальных субъектов (студента, преподавателя), происходящие в результате их совместного взаимодействия (виртуального учебного процесса). «Виртуальный Университет» - это веб-система дистанционного обучения корпоративного уровня, предназначена для решения задач по дистанционному обучению компаний и учебных заведений любых масштабов и уровней [6].

Электронные университеты имеют три модели функционирования:

а) бимодальная модель - организация, которая одновременно предлагает традиционную систему образования и систему электронного университета и / или дистанционного обучения. Формы обучения едины для студентов-очников и дистанционных студентов;

 б) дистанционная модель - организация, которая занимается исключительно дистанционным обучением и не имеет традиционного кампуса. При этом каждое учреждение проводит собственную учебную политику и присваивает собственные учебные степени, сохраняя «национальные» особенности [3];

в) модель консорциума - организация, состоящая из нескольких взаимодействующих электронных университетов, которые могут совместно использовать ресурсы и оборудование для оказания образовательных услуг и в академических программах которых могут принимать необозначенное количество вузов. Учебные программы доставляются с помощью телекоммуникационных технологий.

Особое внимание во взаимодействии высших учебных заведений сосредотачивается на развитии открытого образования, так называемого квадриуму: региональный уровень и тройная спираль (академические учреждения, общество и промышленность). Такой подход становится все более важным, поскольку есть много участников и заинтересованных сторон, которые не могут учиться в системе формального образования. Система квадриуму дает возможность привлекать к обучению всех заинтересованных лиц [4]. Согласно исследованию ОЭСР «Сотрудничество как ключ к творчеству и инноваций» [7], квадричний подход, или подход тройной спирали, способствует повышению требований к межуниверситетскому сотрудничеству, использованию открытых образовательных ресурсов на национальном и международном уровнях для развития компетенций и интеллекта: качественный учебный материал будет широко использоваться, повышая рейтинг преподавателя и репутацию университета, открытая публикация стимулировать качество, потенциальные студенты смогут просмотреть курсы, которые они пожелают, получая свободный доступ, что будет способствовать повышению качества неформального образования; будущая роль педагога будет состоять не у

передачи инфромацию, а трансформируется в систему наставничества и содействия [7].

Международному сотрудничеству в области образования и исследований, отвечающих потребностям экономики, способствует инициатива ЕС «Седьмая рамочная программа», которая предоставляет новый импульс развитию и повышению конкурентоспособности Европы в целом. Она организована по четырем отдельным направлениям: сотрудничество (поддерживает сотрудничество университетских, промышленных, исследовательских и общественных организаций); идеи (финансируются «пограничные» исследования, инновационные, «рисковые» и междисциплинарные проекты); люди (развитие и усиление человеческого потенциала в европейских исследованиях, поддержка обучения, мобильности и карьерного роста); возможности (оптимизация использования и развития исследовательских инфраструктур, усиление инновационных возможностей малого и среднего бизнеса и его способности получать выгоду от исследований) [11].

Нерешенными и несогласованными, по мнению европейских исследователей высшего образования Е. Осинилсон и А. Крилман, есть проблемы контроля и мотивации учебного процесса в системе международного образования [8;9], которые стали актуальными вопросами в последнее время.

С целью усовершенствования и интенсификации международного сотрудничества в сфере образования была создана международная организация - Европейский реестр обеспечения качества (ЕРЗЯ) - European Register of Quality Assurance Agencies (EQAR). Украина стала его полноправным правительственным членом, что является важным шагом в направлении обеспечения европейского уровня качества высшего образования [10]. Эти стандарты основаны на принципах внешней и внутренней гарантии качества высшего образования в европейском пространстве высшего образования, а именно : высшие учебные заведения несут основную ответственность за качество предоставляемых ими образовательных услуг и за то, как это качество обеспечивается; интересы общества по качеству и стандартов высшего образования должны быть защищены; нужно развивать и совершенствовать качество учебных программ для студентов и других бенефициаров высшего образования в европейском пространстве высшего образования; должны существовать эффективные

и надежные организационные структуры, в рамках которых эти академические программы осуществляются и поддерживаются; важны прозрачность и использование внешней экспертизы в процессах обеспечения качества; создание культуры качества в высших учебных заведениях должна получить всяческую поддержку; необходимо принять меры, при которых высшие учебные заведения смогут демонстрировать свою открытость и подотчетность, ответственность за государственные и частные инвестиции; обеспечение качества, которая гарантирует открытость и подотчетность, полностью совместимо с процессами обеспечения качества для повышения эффективности работы учреждения; учебные заведения должны демонстрировать свое качество как на национальном, так и на международном уровнях; процессы, которые применяются, не должны ограничивать разнообразие и сдерживать нововведения.

Роль международного сотрудничества в образовательной политике в современном мире будет резко возрастать, поскольку способствует модернизации университетов: установлению новых контактов с зарубежными вузами; расширению географии международных практик для студентов, научно-образовательного обмена профессорско-преподавательского состава; расширению научно-технического сотрудничества; расширению спектра образовательных услуг, которые, несомненно, ведут к усовершенствованию, к более полному и всестороннему освоению студентами учебного материала, повышению мотивации к научной исследовательской деятельности.

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МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО В МОДЕРНИЗАЦИИ УНИВЕРСИТЕТСКОГО ОБРАЗОВАНИЯ

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Аннотация

Проблема образования, в частности высшего, является одной из глобальных мировых проблем. В XXI веке в системе высшего образования будут преобладать тенденции развития целостной человеческой личности.

Академическое сообщество объединяет усилия в рамках международных и региональных ассоциаций, таких как, Международное образование, Европейская асоциация университетов, Программа по институциальному управлению в высшем образовании, других профессиональных международных и региональных организаций. Определены факторы, обусловливающие рост общественного и международного спроса на высшее образование, и рассмотрены подходы по внедрению международной деятельности в сфере высшего образования: деятельностный, компетентностный, этосный, процессный. Обозначено роль виртуального образования как изменение и увеличение внутренних качеств реальных субъектов, происходящие в результате их совместного взаимодействия. Рассмотрены модели функционирования электронного университета: бимодальная, дистанционная и модель консорциума. Отмечена роль международной организации - European Register of Quality Assurance Agencies (EQAR) - в становлении международного сотрудничества в высшем образовании.

Ключевые слова: высшее образование, международное сотрудничество, спроса на высшее образование, виртуальное образование.

Impact of Restructuring

to Improve the Competitiveness of the Food Enterprises

in the Current Recessionary Economic Conditions

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Abstract

The main focus of the restructuring should be the formation of integrated business units to ensure the efficient enterprise activities and increase its competitiveness. The article deals with the need to restructure enterprises in a crisis under the influence of the environment and economic policy. Also the main current trends of restructuring through the development of integration and interaction of the food industry in Ukraine. The influence of restructuring on the bakery enterprises in the current recessionary economic conditions are researched.

Keywords: competitiveness, bakery industry, restructuring, food enterprises.

In the food industry there own characteristics restructuring and trends of concentration and consolidation in the market, which justifies the need for the implementation of various development strategies for the integration of business entities (Table 1).

Table 1

The main current trends of restructuring through the development of integration and interaction of the food industry in Ukraine

Restructuring initiators	*Types of integration interaction*	*Motive and purpose of integration*
Bread and bakery products		
Bakeries company. Flour-grinding factories. Agroholdings	Purchase of local producers (horizontal integration). Increased integration interaction of flour mills (vertical integration), commercial enterprises, expansion of branded retail chain (vertical integration). Acquisition of bread and bakery products (vertical integration)	Increased market power, seizure or detention markets. Market Access agricultural and markets the finished product. The increase in sales and expanding the boundaries of the market. Expansion or maintenance markets for products (flour) to enter the market of bread and bakery products. The end of the production cycle
Confectionary industry		

Leading international companies National manufacturers of confectionery industry	Acquisition of local competing producers (horizontal integration)	Expanding areas. Expansion of the Ukrainian market, target market expansion.

The considered food industry has its own characteristics and relevant trends, strengths and weaknesses. However, Ukraine has everything needed to increase production of high-quality and competitive products for all sectors of the food industry. Therefore, regulation of business reorganization processes determines the need for restructuring to improve competitiveness. Theorists and practice of American Management believes that "beauty" Correction block structural changes should take place annually and restructuring - once every four or five years.

Significant restructuring processes observed particularly among bakeries, due to the low level of technical equipment such enterprises and difficult conditions for the functioning of the market.

The major players in the market of bakery products in Ukraine is 6-7 companies control nearly half the market, each of which concentrates its production capacity in a particular region. Thus, one of the largest companies is "Kyivkhlib", which is supported by the metropolitan power and occupies 60% of the Kyiv market and 15% - national. Capital market is also filled by production companies "Bread investment" (branched ground holding, which includes plants in many regional centres) and holding "Kulinichi" (the main power is concentrated in the central- eastern region). South Ukraine covers holding "TIS", Western Region - JSC Concern "Hlibprom" and "Hlibinvest" the rest of companies are very small and focused on producing products for specific localities or regions. Other major players include such brands as JSC "Golden Harvest", "Formula taste" and so on.

As of early 2011, the structure of the market of bakery products was as follows (Fig 1), it is possible to observe that a significant share Bread market is divided between large holdings and associations, because of the greater adaptability of firms to changes in the environment of operation, greater financial resources and branched network of contractors and suppliers.
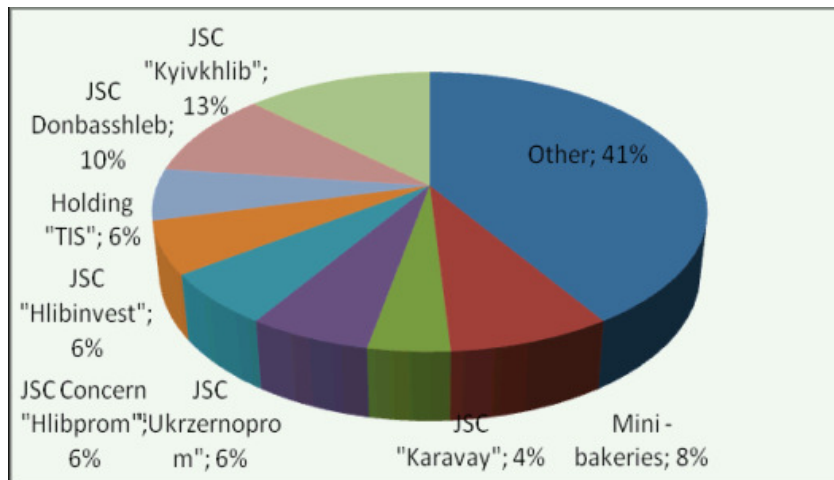
Fig. 1. The market structure of the bakery products in 2011

During 2012 and 2013 there was a significant redistribution of market bakery, active during this period declared themselves holding "Kulinichi" and even managed to capture 25% of the capital market and expanded its activities in the Kyiv region by organizing firm trade in small cities of Kyiv region. Eastern Region currently represented holding the "Golden Harvest", which combines the baking enterprises eastern and southern region (Donbasshleb, TiS Holding, JSC "Karavay" et al.). In addition, a major player in this market has become the trademark of "Formula of taste", which is the northern and central region (Fig. 2)
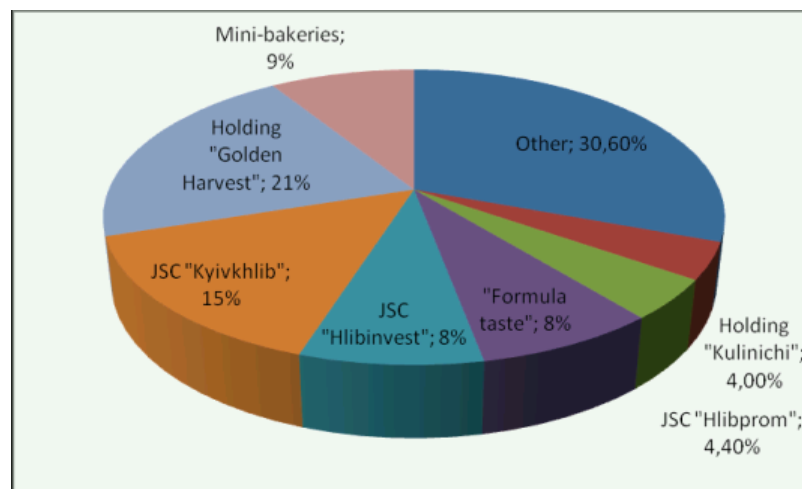
Fig. 2. The market structure of the bakery products in 2013

Bakery produced in Ukraine as major regional associations, and small businesses. Large companies have a well -developed physical infrastructure, and therefore their share in the total

production of bakery products is constantly increasing from 86.9 in 2001 to 92.4 % in 2013 and accordingly decreasing small businesses from 13.1 % to 7.6, respectively.

Important issues for further development of the market process restructures bakeries is a significant improvement to meet the needs of consumers in the industrial bread baking quality at an affordable price, obtain on this basis sufficient mass profit enterprises- producers and improve their performance. In modern terms this is possible only on the basis of a comprehensive study of regional markets bakery products, forecasting of conditions in the future, the implementation of balanced actions of state bodies regulating them and to develop appropriate marketing strategies for companies in the market of bakery industry.

The specificity of the bakery market is that represented 99.9% of national production. The national bakery industry operates on a subsistence economy: production is consumption.

Bakery industry is highly competitive today in the baking industry in Ukraine has about 400 large bakeries, about 500 small businesses and more than 1,000 mini -bakeries. For bakeries and bakeries there a pattern, the more business and greater than in the village it is located, the lower the cost per unit in his output, larger markets, more opportunities for diversification, and hence profitability.

There are significant problems in the baking industry and permanent reduction in the number of companies operating within it. The decline in this segment of the food industry continues today, in January -November 2013 in the Ukraine made bread and bakery products 493 thousand tons, which is 5.9 % less than the same period last year. Full ignoring problems caused Bakery reduce their number by, or close or move into the shade, as if in early 2010, according to official statistics, there were about 300 factories, then at the beginning of 2013 formally report to the Ministry of Statistics, only about 200 companies. According to various expert estimates the number of companies that are baked over a thousand tons of grain per year is about 3.5 thousand also a significant proportion (35 %) of enterprises that have production facilities used by 30-45% of the total capacity.

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On the Issue of Anticipation of a Number of Ideas of Non-Classical and Post-Non-Classical Science by the Russian Cosmism: Changing of Understanding of the Category of "Nature" and Corresponding Attitude thereto

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Abstract

The given article, first of all, provides concrete content to a seemingly non-trivial point that thinkers attributed to the Russian cosmism anticipated a number of the most important ideas of later stages of development of science (i. e. *non-* and post-*non*–classical in terms of an approach dominant in the modern Russian philosophy of science). Second, which is most important, this point is justified by the example of one of such ideas consisting in denial of putting people beyond the picture of the world as well as a mechanistic variant of the latter. It contributed to changing a pragmatic and consumer attitude towards nature with a responsible one.

Keywords: the Russian cosmism, types of scientific rationality, nature as "physis" ("cosmos") and "nature", a mechanistic picture of the world.

Introduction. On pages of "IntellectualArchive" journal, we have already attempted to justify productivity and therefore contemporary relevance of the methodological position which in the Russian philosophy had been first theoretically fixated in the form of gnoseological and ontological aspects of the ideal of "Unity" (see [1]). In the modern Russian philosophy, this position is fixated by "the principle of open rationality" (see [1], [2]), but to the English-speaking audience it's better known as holism which is understood in the wide sense as "a position in philosophy and science on the issue of correlation between the part and the whole emanating from a qualitative uniqueness of the whole in relation to its parts" [3, p. 299]. Accordingly, in ontology, holism is seen as a formula that "properties of any whole are greater than the sum of properties of its constituent parts" since "relations between the elements of such an aggregate bear a character similar to a law and determine the place of each part therein ... the whole gives new properties to the parts thereof" [3, p. 300] and in gnoseology, "cognition of the whole must precede cognition of the parts thereof" [3, p. 299]. Furthermore, we have asserted that understanding of specifics of the Russian culture in the whole and a corresponding heuristic potential contained therein (as well as a historically formed therein variant of interaction of science with philosophy and religion) is possible only

by examining these issues through the prism of the ideal of "open rationality". We have been concretizing and substantiating this point by the example of such a movement as the Russian cosmism, but our readers have the right to assert that it was not sufficiently proved. Moreover, our arguments could have surprised by their paradoxicality: for example, we have been interpreting the very fact of reproduction of critical assessments of a scientific component of the Russian cosmism's legacy in favor of a model of interaction between science and other types of knowledge that had been developed by the Russian cosmism on a basis of the principle of "open rationality" being heuristic. In other words, the reverse side of orientation of the movement under consideration on gnoseological holism was its (i. e. the Russian cosmism's) vulnerability to criticism, including criticism for insufficient "scientific character" and "strictness" of its ideas (see [2]). However, it seems reasonable for our readers to address the following: what discoveries made by scientists and philosophers belonging to "the Russian cosmism" can actually prove our point that it was ahead of development of science having anticipated ideas of non-classical (late 19th century - mid 20th century) and post-non-classical (mid 20th century - present days) stages thereof?!

1. Anticipation by the Russian cosmism of a number of ideas of the subsequent stages of development of science: content of the point and reasons of such anticipation. Before answering the question asked at the end of the introduction it is necessary to consider briefly the essence of the applied classification of scientific rationality that was proposed in 1989 by V. S. Stepin (we have reviewed the importance of his ideas for the modern self-determination of philosophy in [4], and here we will briefly consider his discoveries in the field of philosophy of science). While classical science (18th - 19th centuries) for the sake of reaching objectivity in studying was "cutting out" everything not related to the properties of the object being studied, non-classical science realized correlation of results of cognition to an operational aspect (i. e. specifics of various methods and operations that can be used to study any object), and post-non-classical one added a value-target aspect. As V. S. Stepin himself wrote, "in the classical period, objectivity of knowledge was being linked to notions about original parallels between thinking and cognizable reality" [5, p. 202], and "substantiation of theories in quantum and relativist physics (the very theories that marked emergence of the non-classical type of scientific rationality – P. M.) presumed explication of an operational basis of the introduced system of concepts" [5, p. 191] In other words,

"answers of nature to our questions are defined not only by the structure of nature itself, but also by our approach to formulating questions that depends on a historical development of means and methods of cognitive activity" [6, p. 625], on the basis of which new understanding of categories of truth, objectivity, and explanation is formed [6, p. 625]. But in the framework of the post-non-classical type of scientific rationality, according to V. S. Stepin. "the ideal of a value-neutral research is transformed. An objectively truthful explanation and description in reference to 'human-dimensional' objects not only allows but also suggests inclusion of axiological factors to explanatory provisions" [5, p. 198], resulting in "the need for explication of relation of fundamental intrascientific values (search for the truth, growth of knowledge) to the unscientific values of a general social character" [5, p. 198]. The latter ones help to solve moral issues such as permissible limits of intervention in the object [5, 198]. Returning to the Russian cosmism, we will pose the following question: what ideas of the non-classical and post-non-classical science had actually been anticipated and how? Among the major insights of Russian cosmists we will mention an anthropic principle (which requires special consideration because of its paradoxicality), ecological, synergic and systemic ideas, humanistic orientation of science as value-dimensional knowledge, ideas of non-cumulative development of science as well as its objectivity provided by subjectivity, etc. However, in this article we will look at the insight of Russian cosmists that without exaggeration more or less lies in the basis of all the other above-mentioned ideas, namely, a new understanding of "nature" with a subsequent responsible, not pragmatic and consumer attitude thereto.

2. The problem of relation of senses embedded in the concept of "nature" to world outlooks of different periods and cultures. A wide range of such senses is represented in works by R. Collingwood "The Idea of Nature", R. Lenoble "An Essay on the History of the Idea of Nature", A. N. Whitehead, "The Concept of Nature", and others. This issue also has a religious aspect since a significant role of Protestantism in the process of formation of a new attitude towards nature in the modern period was noted by M. Weber, R. Merton, J. de Maistre, I. Prigogine, C. Jung (on the pages of another Canadian journal we have already considered such an aspect of a complex and multifaceted impact of the Reformation on the origins of classical science and capitalism as desacralization of nature inherent in the Protestant thought [7]). However, they are well known to the English-

speaking audience, and therefore we will focus on the ideas of such Soviet and Russian researchers of this issue as A. V. Akhutin, V. S. Stepin, S. G. Kara-Murza and K. A. Svasian (although the latter is now called an Armenian philosopher and culturologist, he evolved in the Soviet cultural space along with the others). In his work with a "speaking" title, "The Concept of 'Nature' in Antiquity and in Modern Times ('Physis' and 'Nature')", A. V. Akhutin correlates these aspects in the following way: "physis" represented "an entity which is subject to ontological perception" [8, p. 7] while "nature" was an object of experimental study. Hence, A. V. Akhutin concludes that these are not two variants of understanding of their shared object, but two "very different understandings of the very thinking, and correspondingly ... what it means to be understood and known, what it means to be at all" [8, p. 8]. In other words, nature is "not unique obviousness that lies in front of everybody and can be easily pointed at, but a very complex and confusing idea" [8, p. 19]. Similarly, V. S. Stepin distinguished "traditionalist" and "technogenic" types of culture, having shown differences between them by the example of differences in understanding of nature and people as well as their interaction. The first type in terms of "physis" and "cosmos" expressed "special, qualitatively different specifics of each thing and each entity embodied in things" [5, p. 138] as well as harmony proportionate to the harmony of people themselves [5, p. 67] orienting the latter on "perception of things as a quality ... taking into account their purposes, objectives, and functions" [5, p. 138]. The second type of culture presupposes invention of technologies controlling and altering natural processes, putting them at the service of humanity: "a rational being having cognized the laws of nature is able to exercise its power over external processes and objects, to put them under control" [5, p. 88]. One of the most prominent Russian philosophers of culture A. S. Zapesotsky generalized these ideas by V. S. Stepin as follows: while "traditional cultures did not aim to transform the world and provide people with power over nature" [9, p. 45], in technogenic cultures "such understanding dominates extending not only to nature, but also to the society which becomes an object of impact of social technologies" [9, p. 45]. The most influential Russian social thinker and science researcher S. G. Kara-Murza focused on a psychological aspect of the process of changing of attitude towards nature: "in pre-scientific cosmic world view ... being in the center of the Universe, people were responsible for everything to God" [10, p. 157], but in the modern period, especially during Enlightenment, "science itself became an expression of

the will towards power over Nature" [10, p. 157]. Moreover, the very first new European scientists and philosophers formed "a completely new picture of the world with all the things and phenomena of nature were presented as consequences of simple, cognizable and mathematically expressed reasons" [10, p. 157]. Therefore, people "freed from the responsibility for it (nature - P. M.) to God have become masters of nature (the Enlightenment is called 'theology of domination over nature'") [10, p. 157]. However, it should be added that for such domination people have to be put beyond the world and opposed thereto as a researcher and conqueror, in relation to which a position of K. A. Svasian is indicative. He analyzes criticism of mechanistic science developed by J. W. Goethe, G. W. Leibniz, R. Steiner and other prominent European thinkers, agreeing with them in assessing it as "violence against nature" (with his usual irony, he writes about this as follows: "'presumption of innocence' was alien to proceedings of the European science [11, p. 387]) with violence "not against an individual life, but life itself." Hence K. A. Svasian has made the following extremely important conclusion: "some quarter of a century ago this issue (i. e. the issue of classical science in V. S. Stepin's terminology as the embodiment of 'violence against nature' - P. M.) ... would have been put to the category of 'fiction', but now it is high time (with all terms overdue) for it to take the central stage in the 'ecological' subject matter" [11, pp. 375-376] since there is a real danger that "tomorrow will not be tomorrow."

Generalizing ideas of the authors considered briefly as well mentioned only above, we will sum up that in the framework of ancient cosmocentrism nature was seen an organic part of the cosmos as harmonious and therefore a wonderful reality (that's why naturphilosophen of Ancient Greece were ideally interpreting nature in its integrity). Then, the culture of the Middle Ages was dominated by the metaphor of nature as a God-written book, and symbolic meanings of its "signs" could only be understood "on the way to cognition of God." And in the modern period, the following aspects of understanding of nature have appeared for the first time and have immediately become basic force opposing active, thinking people; a machine described in a simple mathematical language; a natural object of scientific study with the purpose of complete subordination and endlessly increasing exploitation. However, it should be again stressed that for it people have to be put "beyond" the world and opposed to it as a researcher and conqueror as fixated in the famous

words of M. Heidegger that the very expression "picture of the world" appears along with the New European science, which for the first time opposed people to the world as the subject and the object. "When understood essentially, the picture of the world means ... not a picture depicting the world, but the world understood as a picture ... and this signifies essence of the modern period" [12, p. 103].

3. Overcoming by Russian cosmists of putting people beyond the picture of the world as well as mechanistic version of the latter. To support this point, we will first consider ideas by a religious philosopher N. F. Fyodorov (1829-1903) who, according to one of his most authoritative researchers S. G. Semenova, in the 1990s was included in the "pleiad of thinkers of the Russian cosmism as a 'syncretic' founder thereof" [13, p. 5]. Second, we will consider ideas by one of the central naturalists and encyclopaedists of the 20th century, a philosopher of science V. I. Vernadsky (1863-1945), relevance of which is evident, for example, in the following assessments by academicians A. L. Yanshin and S. R. Mikulinsky, respectively: "works by V. I. Vernadsky are now being revived. Such is the fate of many genius creations" [14, p. 16]; "Vladimir Ivanovich Vernadsky is an outstanding scientist. To many it was clear during his lifetime. But even more firmly we are being convinced of it now, after more than four decades since his death" [15, p. 19]. This choice of personalities allows, in accordance with a proverb, "to kill two birds with one stone": first, to show the evolution from metaphorical intuitions to mature scientific theories in the framework of the Russian cosmism of the understanding of nature that corresponds to the post-non-classical stage of development of science. Second, to prove that the said understanding was developing by representatives of both naturalist and religious movements within cosmism. The representative of the latter, N. F. Fyodorov, in an article with an exemplary title "Who is Our Common Enemy, a Sole, Inherent Everywhere and Always, Living in Us and Outside of Us, But Still Only Temporary Enemy?" attributed to the cycle "Articles on the Regulation of Nature" identifies such "enemy" as nature itself which for people "would be an eternal friend when in the hands of human sons will turn from a blind and destructive force into a reconstructive one"[16, p. 239]. Such regulation of nature that presupposes not exploitation of the latter, but original "humanizing" thereof was called by N. F. Fyodorov as "the common task of humanity" that should unite all humanity. The significance of this process in the framework of his teaching lies in the fact that his *closest*

followers V. A. Kozhevnikov and N. P. Peterson after the death of N. F. Fyodorov published his legacy under the title "The Philosophy of *the Common Task*". As for the script of progress alternative to this "common task" and based on the new European understanding of nature, N. F. Fyodorov is categoric. For example, in his main paper, "The Question of Brotherhood..." he wrote: "so, the world is approaching towards its end, but people with their activity actually contribute to it since a civilization exploiting and not restoring cannot result in anything save for accelerating the end" [17, p. 197]. Next, we will consider a more rigorous (in a scientific aspect) justification by V. I. Vernadsky given for these thoughts which are common for Russian cosmism. Among his many fruitful ideas we will single out in the first place the following one: if the world outlook premise of classical science was attitude of people to nature as an opposing force ("Copernicus, J. Kepler, Galileo, I. Newton within a few decades broke a century-old relationship between man and the universe ... The scientific picture of the Universe covered by I. Newton's laws left no place to any manifestations of life therein" [18, p. 176]), then the idea of noosphere as the necessary part of the planet suggests that people cannot be put out of a scientific picture of the world being firmly and unambiguously opposed to it as the subject to the object. To realize significance of it in the context of our article, we will state that the concept of noosphere includes two central ideas: first, "mind emerges as a result of an ongoing development of the material world and is gradually transforming into the leading factor of this development" [19, page 107]. Second, "in the 20th century humanity acts as a single organism possessing a collective mind. The thought appears as the acting force of nature; it is not only the product of evolution, but is the evolution itself continued in another form"[19, p. 107]. These two aspects lead to a natural conclusion that "the modern state of nature is determined by the state of mind" [19, p. 107]. Thus, the idea of noosphere as the sphere of interaction between nature and the society, within which intelligent life becomes the determining factor in the development is shared by all Russian cosmists that allows to consider N. F. Fyodorov as "the forerunner of the noospheric world outlook" and V. I. Vernadsky as the theorist of scientific and mature understanding of noosphere. Here it is important to bear in mind that the main component of the teaching of noosphere as a natural stage of the development of biosphere is the idea of co-evolution, i. e. collaborative, interdependent evolution of the society and nature, in which people are given both the active role and the adaptive one.

Conclusion. As we have shown, Russian cosmism had revived a holistic vision inherent to antiquity and partly the Middle Ages of people and nature understood "cosmically" (i. e. in terms of orderliness, harmony, integrity) in their irrevocable unity, *that at the same time does not exclude human activity.* In this regard, it is appropriate to refer again to V. S. Stepin who together with L. F. Kuznetsova note that the recognition by the modern science of a number of V. I. Vernadsky's ideas as well as ecological notions about "the wildlife as a complex interaction of ecosystems" developed inter alia by the Russian cosmism [20, p. 7], has created "a new understanding of the immediate sphere of human activity as an organism and not as a mechanical system becoming a scientific principle" [20, p. 7]. It is especially important in our article that this "new understanding of nature" changes value structures of thinking and forms a new system of the world outlook which absorbs achievements of the modern science [20, p. 8]. When comparing these thoughts by V. S. Stepin with those examined previously concerning the typology of scientific rationality we can see that changing of understanding of the category of "nature" discussed in our article makes the necessary element of the post-non-classical scientific picture of the world, the core of which is synergy. In this regard, we will provide the words by V. I. Arshinov who assesses the role of research of one of its pioneers, I. Prigogine, as follows: "a new science emerging on the threshold of the third millennium is a science oriented at the dialogue with nature, and not confrontation with it" [21, p. 344].

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Code of Corporality in Spatial Structure of "The Abyss" by Marguerite Yourcenar

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Abstract

This article deals with the analysis of artistic means of implementation of the code of corporality in the novel "The Abyss" (1968) by M. Yourcenar, which is considered to be one of the masterpieces of philosophical and intellectual prose of the XX century. This historical novel is dedicated to the theme of the search of self-identity that is incarnated in the spatial image of the journey in European scenery of XVI century. The main spatial images of the traveller as a part of the space of the journey and the family home were identified in the spatial model of the novel. The aspect of corporality characterizes the above dominant spatial images on the level of characters, situations, place names as well. As a conclusion it is accentuated that the corporal images are means of incarnation of the author's anthropocentric worldview, so their function is also the sense making one. The code of corporality also marks M. Yourcenar's aspiration to realize the Renaissance Myth, according to which, the man presents the highest value and the measure of everything.

Keywords: M. Yourcenar, "The Abyss", corporality, spatial structure, traveller, family home.

The novel "The Abyss" is considered to be one of the top works in the œuvre by M. Yourcenar (1903–1987), a distinguished figure of the French intellectual and philosophical prose of the middle of the XX century. After the publication of the novel French literary critics evaluated M. Yourcenar as "a modern classic" ("une classique d'aujourd'hui"), and the success of the writer's work made the jury of the Prix Femina unanimously award the author.

The plot of the novel embraces European space of the XVI century, in which the protagonist of the novel, doctor and alchemist Zeno, travels in search of his identity, thanks to which, the novel may be considered as a novel of the way. The author of the novel offers the humanist idea of the man as a measure of all the things, as well as one of a dynamic personality, who develops aspiring to become equal to God, which is a realisation of the Renaissance Myth.

The object of this study is the research of the realisation of the code of corporality in the spatial structure of the novel "The Abyss" by M. Yourcenar. We believe it possible to consider gastronomic images as those belonging to the aspect of corporality in the context of the anthropocentric orientation of the author's work.

The founder of the theory of chronotope M. Bakhtin [1] states that different types of chronotope (as a connection of space and time in the literary text) are always in complex relations and they cannot exist separately, as they intercross, interchange and may be compared

or set in opposition. As to Y. Lotman [2], the language of the spatial relations is the main mean of experiencing the reality and modelling the world image.

The category of corporality is developed by such figure of the phenomenologist direction as M. Merleau-Ponty [3], whose research "Phenomenology of Perception (1945) determines human's body as connected with the space and time while being a point of intersection of the metempiric and empiric. The body isn't just one of the things in the world, but it presents the individual's attitude to the world and realisation of the conscience and self-identification.

One of the dominant spatial images in the chronotope structure of the novel is the image of *family home*, in which M. Yourcenar pays much attention to the images of food and human's body. While introducing the space of the Ligres' family, Henri-Juste Ligre's, the family head's obesity is pointed out ("the fat Ligre") and the family home is «La Maison Ligre... on y mangeait bien; on y buvait mieux encore... » [4, p. 19] Unlike Henri-Juste, his sister Hilzonde is svelte with fine features and body «<…> propre et blanc comme une amande mondée» [4, p. 20]. During the period of the blossom of feelings between Hilzonde and Messer Alberico de' Numi (Zeno's father), besides enjoying amorous delight, the lovers also have other types of corporal pleasure – well heated rooms and wine with spice. When Hilzonde while being pregnant is abandoned by her lover, her inner state reflects in the external space, as she seems to refuse her own corporal essence by ordering not to heat the room any more, by refusing fine food, wine and bed linen. After giving birth to her son, she gives him to the servants and only seldom takes a look at the baby «<…> tétant goûlument une servante» [4, p. 23].

The space of the Fuggers' family home is characterized with expressive corporal accents. The Fuggers' house is «<…> engourdie de bien-être...» [4, p. 88], and its mistress, Salomé Fugger has a fat waistline and a thick neck. Her strong fingers play an old organ from time to time and her deep and beautiful voice sings madrigals. Salomé's husband, Martin Fugger, is rather thin: «Martin était un petit homme maigre que la cuisine de sa femme n'engraissait pas» [4, p. 81] and compared with a rat in view of his business skills: «<…> ce rat qui grignotait discrètement la substance du monde au lieu d'y mordre à belles dents…» [4, c. 82]. Given that Salomé's cooking is really good, the house is always full of nice smell: «Une odeur de pâtisserie et de l'eau de vie de cerises y flottait sans cesse... Mais manger restait la grande affaire: l'année liturgique, pieusement observée, se doublait d'une anneé culinaire,

d'une saison des concombres ou des confitures, du fromage blanc ou du hareng frais» [4, p. 81].

The scene of the Ligres' baby's feeding during royal festivities in Dranoutre is brightly accented: «<…> Jacqueline dégrafa son corsage de drap d'argent, et commanda qu'on apportât son fils cadet, point encore sevré, qui avait soif aussi. Henri-Juste et sa femme aimaient à exhiber cet enfant tout neuf qui les rajeunissait. Le sein aperçu entre les plis du linge fin charma les convives» [4, p. 44]. It is necessary to emphasize the mythopoetic aspect of the corporal characteristics of this scene as the baby's breastfeeding symbolizes rebirth or continuation of life and the guests' admiring the mother's breast as a source of food (or life generally) underlines the anthropocentric poetics of the novel.

The images that are the fullest semantically and poetically are related with the one of Zeno, the protagonist of the novel. Unlike the wealth and the luxury that reign in the Ligres' mansion, Zeno, who is also a guest at the royal festivities, looks rather poor as several days before he went on a journey in the woods. His clothes are dirty and torn and his body doesn't smell good a «<…> l'odeur de son corps non lavé...» [4, p. 43]. Zeno often leaves the house in search of new knowledge, he likes changing space and as for the time (the temporal aspect of the chronotope)– it goes by rather fast.

As Zeno practices human medicine (he "repairs human bodies"), he is well acknowledged with the human's anatomy, and as a result his manner of thinking in general is related with corporality that is the main human entity: «<...> l'homme a partout deux pieds et deux mains, un membre viril, un ventre, une bouche et deux yeux» [4, p. 106]. In the addition to the above, the man in all his corporality appears as space-microcosm, which is a model of the universe: «la<...> mécanique d'une part et le Grand Art de l'autre ne font qu'appliquer à l'étude de l'univers les vérités que nous enseignent nos corps, en qui se répète la structure du Tout... ce monde où nous sommes et ce monde qui est nous. Les poumons étaient l'éventail qui ranime la braise, la verge une arme de jet, le sang dans les méandres du corps était l'eau des rigoles dans un jardin d'Orient, le coeur... était la pompe ou le brasier, le cerveau l'alambic où se distille une âme...» [4, p. 107]. Zeno not only puts human corporality in one rank with notions that are sacred in those times, but he also believes it to be their progenitor: «Plus j'y pensais, plus nos idées, nos idoles, nos coutumes dites saintes… me paraissaient engendrées sans plus par les agitations de la machine humaine, tout comme le vent des narines ou des

parties basses, la sueur et l'eau salée des larmes, le sang blanc de l'amour, les boues et les excréments du corps» [4, p. 110].

Corporality colours the crucial moment of Zeno's life as he tells his cousin Henri-Maximilien in detail the story of his beloved servant's physical pain and death from the plague, after which he decides to put an end to the practicing of medicine: «J'étais las de mon métier de rapetasseur de corps; un dégoût me prit à l'idée de retourner au matin tâter le pouls de M. L'Echevin... et regarder à contre-jour l'urinal de M. le Pasteur» [4, p. 114]. Nevertheless, the faith in the human spirit in its corporal realisation as well as in experiencing the world are those vectors Zeno continues his way with: «Je ne cesserai jamais de m'émerveiller que cette chair soutenue par ses vertèbres, ce tronc joint à la tête par l'isthme du cou et disposant autour de lui symétriquement ses membres, contiennent, et peut-être produisent, un esprit qui tire parti de mes yeux pour voir et de mes mouvements pour palper...» [4, p. 117].

As a conclusion of the analysis of the code of corporality in the spatial structure of "The Abyss" it may be stated that the code of corporality presents the main characteristics of the dominant spatial images of the novel – those of *protagonist-traveller* and *family* home. Corporal accents may serve different functions – first of all they are one of the main means of characterizing the spatial images by giving them certain poetological and semantic specifics. Secondly, corporal accents serve as fillers of the semantic opposition of the above dominant chronotope images.

M. Yourcenar in her notes of the novel expresses the idea of orientation of her artistic search to the philosophy and personalities of the Renaissance. In aesthetics of Renaissance the artists' knowledge of anatomy is often put in the first place as the human body makes an aesthetic entity of its own as well as the main principle of any art. The protagonist Zeno knows perfectly well anatomy and theology as he often unites the holy and the corporal, and herewith the latter is not only a realisation of holy idea, it is holy. Considering the above, it may be stated that in the spatial structure of the novel M. Yourcenar realises the main dispositions of the humanist philosophy of Renaissance, and the accents of corporality serve as the main poetological means of fulfilling this artistic task.

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The Nominative Case as a Component of the Case System of the Ukrainian Language of Post-Soviet Period and as an Object of Learning of Foreigners

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Abstract

The author gives summary characteristic of the nominative case in the Ukrainian language for foreigners (with explanation in English): conditions of use of the nominative case, grammatical forms of parts of speech what change according to cases, peculiarities of coordination of these parts of speech and questions to them (to these parts of speech) in form of the nominative case. For better mastering of material author also gives final questions and exercises.

Keywords: the nominative case, gender, end, question, agreement, exercise.

Засвоєння основних принципів морфології української мови, отримання навичок визначення необхідних категорій іменника, прикметника, особового, вказівного і присвійного займенника у різних відмінках, узгодження слів у фразі, вміння ставити смислові запитання до кожного слова у словосполученні та реченні є важливою основою для засвоєння курсу української мови.

Особа, що вивчає українську мову, повинна бути ознайомленою з відмінковою системою української мови, розуміти її граматичну функцію і необхідність використання того чи іншого відмінка у конкретній фразі. Результатом такого ознайомлення має стати грамотне вживання закінчень іменників, прикметників і займенників в однині і у множині у кожному відмінку, вміння ставити запитання до різних частин мови у реченні. Оскільки називний відмінок є важливою складовою відмінкової системи української мови, детальне ознайомлення з ним є суттєвим етапом у вивченні морфології української мови. На початковому етапі знайомства іноземців з називним відмінком їм потрібно порадити звернути увагу на необхідність використання називного відмінка та на узгодження іменників з іншими частинами мови у роді і у числі у формі називного відмінка.

Для якісного оволодіння матеріалом слід порадити уважно прочитати текст з поясненням, ретельно проаналізувати та вивчити його і виконувати практичні завдання.

Advice for a foreigner:

Try to read attentively the thesis: «The Ukrainian nouns, personal pronouns, adjectives, demonstrative pronouns, possessive pronouns in the nominative case. Coordination of the nouns with the adjectives, demonstrative pronouns and the possessive pronouns in the nominative case.

Analyze the given charts and rules attentively.

Pay attention to the use of the Ukrainian nouns, personal pronouns, adjectives, demonstrative pronouns, possessive pronouns in the nominative case.

Learn main rules of using the Ukrainian nouns, personal pronouns, adjectives, demonstrative pronouns, possessive pronouns in the nominative case.

Memorize given material attentively.

Do written assignments carefully and diligently.

Educational aim:

You will learn the Ukrainian nouns, personal pronouns, adjectives, demonstrative pronouns, possessive pronouns in the nominative case; coordination of the nouns with the adjectives, demonstrative pronouns and the possessive pronouns in the nominative case.

COMMENTS TO THE NOMINATIVE CASE

We are going to speak about:

– the nominative case in the Ukrainian language;

– the Ukrainian nouns in the nominative case;

– the Ukrainian personal pronouns in the nominative case;

– the Ukrainian demonstrative pronouns in the nominative case;

– the Ukrainian possessive pronouns in the nominative case;

– the Ukrainian adjectives in the nominative case;

– coordination of the nouns with the adjectives, demonstrative pronouns and the possessive pronouns in the nominative case.

The nominative case is used to name a person or an object, which is usually the doer of the action and the subject of a sentence. Accordingly the nominative case is used in the sentences like:

Ранок. (Morning).

Холод. (It is cold).

Світовий прогрес. (World progress).

Це я. (It is I. / It's me).

Він живе в Україні. (He lives in Ukraine).

Вона малює будинок. (She paints the house).

Моя квартира знаходиться на п'ятому поверсі. (My flat is on the fifth floor).

Дошка в аудиторії – прямо. (The blackboard in the lecture-room is right in front).

Журнал лежить на моєму столі. (A magazine lies on the my table).

На вулиці світить сонце. (The sun shines outside).

Вікно – тут. (The window is here).

Батарея – там. (The radiator is there).

Дошка висить на стіні. (The blackboard hangs on the wall).

Студенти ідуть додому. (Students walk home).

Будинок стоїть там. (The house is there).

Ми вибираємо телевізор. (We choose) television set).

All underlined nouns and personal pronouns in the sentences given above are used in form of the nominative case.

Look at forms of the nouns, personal, demonstrative, possessive pronouns, adjectives and at the questions to them in form of the nominative case. In the nominative case

the nouns of masculine gender in singular form end with:

– **-a hard consonant** (стіл, син, дід),

– **-й** (музей, трамвай, Сергій),

– **-ж, -ч, -ш, -щ** (дощ, ключ, багаж, ніж),

– **-ь** (кінь, учень, день),

– sometimes **-о** (тато, батько, дядько),

– seldom **-а** (in men's name's like Микола);

the nouns of feminine gender in singular form end with:

– **-а, -я** (студентка, аудиторія, земля, ідея),

– **-ь** (відповідь, тінь, сіль),

– seldom **-а consonant** (матір, любов, річ, подорож),

– -**и** (мати);

the nouns of neuter gender in singular form end with:

– **-о, -е** (молоко, печиво, поле, місце),

– doubled consonants + **-я** (речення, значення, обличчя, завдання),

– seldom just **-я** (what stands after apostrophe (ім'я̲, здоров'я̲), in the nouns denoting newly-born creatures (немовля̲, кошеня̲, цуценя̲),

– **-і**, **-у**, **-ю** (in the group of exceptions – words in Ukrainian which are of foreign origin: таксі̲, меню̲, кенгуру̲, ківі̲);

<u>the nouns of masculine gender in plural form end with:</u>

– **-и** (that is added to the last consonant of singular form (листи̲, фрукти̲, ящики̲),

– **-u** (-о̲ changes into -и̲ (дядько̲ – дядьки̲),

– **-і** (-і̲ added to the sibilants ж, ч, ш, щ: ножі̲ (singular form – ніж), овочі̲, плащі̲),

– **-і** (-ь̲ changes into і̲ (готелі̲, місяці̲),

– **-ї** (-й̲ changes into -ї̲) (напої̲ (singular form – напій̲), трамваї̲);

<u>the nouns of feminine gender in plural form end with:</u>

– **-и** (-а̲ changes into **-и** (картини̲, машини̲),

– **-і** (-я̲ changes into **-і** (вулиці̲, кухні̲),

– **-і** (after sibilant consonants ж, ч, ш, щ) (-а̲ changes after sibilant consonants ж, ч, ш, щ into **-і**: груші̲, площі̲),

– **-і** (-і̲ added to the last sibilant consonant: подорожі̲, речі̲ (singular form – річ), ночі̲ (singular form – ніч),

– **-ї** (-я̲ after apostrophe, or after **-і-** changes into **-ї**: сім'ї̲, аудиторії̲, лекції̲),

<u>the nouns of neuter gender in plural form end with:</u>

– **-а** (-о̲ changes into **-а** (яблука̲, міста̲),

– **-а** (-е̲ preceded by sibilant consonants ж, ч , ш, щ changes into **-а** (прізвища̲),

– **-я** (-е̲ changes into **-я**: поля̲, місця̲),

– **-я** (preceded by doubled consonants and is equal with the correspondent singular form (it does not change in plurality): речення̲, питання̲, завдання̲),

– **-та** (added to the nouns denoting newly-born being form in singular: немовля̲та̲, цуценя̲та̲),

– **-е**, **-і**, **-о**, **-ю** (of the nouns of neuter gender of foreign origin what do not change in plurality – have the same forms as in singularity: таксі̲, кафе̲, фото̲, шосе̲, меню̲, радіо̲).

In the nominative case the plural form of a group of the nouns-exceptions

is formed, either by means of adding some suffixes or by losing them (мати – матері, матір – матері, дитина – діти, людина – люди, дівчина – дівчата, дівчинка – дівчатка, ім'я –

імена, гуска – гуси, курка – кури, квітка – квіти, друг – друзі, око – очі, плече – плечі, цуценя – цуценята).

There are some nouns (in the Ukrainian language the same as in English), which have only either the form of the singular number or the form of the plural number. Look at these Ukrainian nouns in form of the nominative case.

The nouns that are used only in plural:

– брюки, штани, джинси, ножиці, окуляри (these are for the most part names of things which imply plurality or consist of two or more parts);

– батьки, канікули, ліки, парфуми, шахи;

– меблі, гроші, двері, ворота;

– some geographical names as Чернівці, Карпати, Репуженці.

The nouns that are used only in singular:

– the nouns denoting materials, substances, food: їжа, масло, молоко, мука, м'ясо, олія, печиво, пюре, риба, рис, сіль, цукор;

– the nouns denoting abstract notions and feelings: щастя, кохання, любов, здоров'я;

– some peculiar Ukrainian nouns: одяг, взуття, листя, волосся, багаж, кіно, посуд;

– most geographical names (proper nouns): Україна, Індія, Пакистан, Конго, Америка, Африка, Азія.

The nouns used in form of the nominative case answer the questions: «хто?» («who?»), «що?» («what?»). The nouns that name living beings answer the question «хто?» («who?»). The nouns what name lifeless things answer the question «що?» («what?»).

The personal pronouns (in form of the nominative case) have such forms: я (I), ти (you, singular, unofficial form), він (he), вона (she), воно (it), ми (we), ви (you, plural, official form), вони (they).

The personal pronouns (used instead of the nouns) in form of the nominative case answer the same questions as such nouns: «хто?» («who?»), «що?» («what?»). The personal pronouns used instead of the nouns what name living beings answer the question «хто?» («who?»). The personal pronouns used instead of nouns what name lifeless things answer the question «що?» («what?»).

The demonstrative pronouns (what have the grammatical categories of gender, case and number) in form of the nominative case have such forms:

1) цей, ця, це, ці / this – these;
2) той, та, те, ті / that – those;
3) такий, така, таке, такі / such.

The demonstrative pronouns of singular masculine: цей (this), той (that), такий (such) answer the question «який?» («what?», «which?», «what sort (kind) of?»).

The demonstrative pronouns of singular feminine: ця (this), та (that), така (such) answer the question «яка?» («what?», «which?», «what sort (kind) of?»).

The demonstrative pronouns of singular neuter: це (this), те (that), таке (such) answer the question «яке?» («what?», «which?», «what sort (kind) of?»).

The demonstrative pronouns of plural: ці (these), ті (those), такі (such) answer the question «які?» («what?», «which?», «what sort (kind) of?»).

The possessive pronouns (in form of the nominative case) have such forms:мій (singular masculine), моя (singular feminine), моє (singular neuter), мої (plural) (= my), твій (singular masculine), твоя (singular feminine), твоє (singular neuter), твої (plural) (= your), його (singular masculine, singular feminine, singular neuter, plural) (= his, its), її (singular masculine, singular feminine, singular neuter, plural) (= her), наш (singular masculine), наша (singular feminine), наше (singular neuter), наші (plural) (= our), ваш (singular masculine), ваша (singular feminine), ваше (singular neuter), ваші (plural) (= your), їхній (singular masculine), їхня (singular feminine), їхнє (singular neuter), їхні (plural) (= their).

The possessive pronouns (in form of the nominative case) answer the questions: «чий?» («whose?») – of singular masculine gender; «чия?» («whose?») – of singular feminine gender; «чиє?» («whose?») – of singular neuter gender, «чиї?» («whose?») – of plural:

– «чий?» («whose?») (possessive pronouns: мій, твій, його, її, наш, ваш, їхній);

– «чия?» («whose?») (possessive pronouns:моя, твоя, його, її, наша, ваша, їхня);

– «чиє?» («whose?») (possessive pronouns: моє, твоє, його, її, наше, ваше, їхнє);

– «чиї?» («whose?») (possessive pronouns: мої, твої, його, її, наші, ваші, їхні).

In form of the nominative case the adjectives of masculine gender singular

end in **-ий** (of the adjectives of hard form), **-ій** (of the adjectives of soft form), and they answer the question *«який?»* (*«what sort (kind) of?»)*. The adjectives of feminine gender singular end in **-а** (of the adjectives of hard form), **-я** (of the adjectives of soft form), and they answer the question *«яка?»* (*«what sort (kind) of?»)*. The adjectives of neuter gender singular end in **-е** (of the adjectives of hard form), **-є** (of the adjectives of soft form), and they answer the question *«яке?»* (*«what sort (kind) of?»)*. The adjectives of plural form (masculine, feminine or neuter gender) end in **-і**. And they answer the question *«які?»* (*«what sort (kind) of?»)*.

As you know the nouns, personal pronouns, adjectives, demonstrative pronouns and the possessive pronouns coordinate in singular and plural form, in gender and in the case. Accordingly, in the nominative case the nouns of masculine gender singular coordinate with the adjectives, demonstrative pronouns and the possessive pronouns which are used in

corresponding forms of masculine gender singular. The nouns of feminine gender singular coordinate with the adjectives, demonstrative pronouns and the possessive pronouns which are used in corresponding forms of feminine gender singular. The nouns of neuter gender singular coordinate with the adjectives, demonstrative pronouns and the possessive pronouns which are used in corresponding forms of neuter gender singular. The nouns of plural form coordinate with the adjectives, demonstrative pronouns and the possessive pronouns which are used in corresponding forms in plurality. *Look:*

Той наш п'ятиповерховий гуртожиток знаходиться на вулиці Руданського.

Ця наша університетська бібліотека була відремонтована у минулому році.

Оте їхнє велике вікно завжди відкрите влітку у сонячну погоду.

Оті його шерстяні рукавички лежать у коридорі на тумбочці.

Control questions / Контрольні запитання:

– What do you know about the nominative case in the Ukrainian language?

– When do we use the nominative case in the Ukrainian language?

– What forms (what ends) do the nouns in the nominative case have?

– What forms do the personal pronouns in the nominative case have?

– What forms do the demonstrative pronouns in the nominative case have?

– What forms do the possessive pronouns in the nominative case have?

– What forms (what ends) do the adjectives of hard form (how to change ends of the adjectives of hard form) in the nominative case have?

– What forms (what ends) do the adjectives of soft form (how to change ends of the adjectives of soft form) in the nominative case have?

– What questions do the nouns answer in the nominative case?

– What questions do the personal pronouns answer in the nominative case?

– What questions do the demonstrative pronouns answer in the nominative case?

– What questions do the possessive pronouns answer in the nominative case?

– What questions do the adjectives answer in the nominative case?

– How to coordinate the nouns, personal pronouns, adjectives, demonstrative pronouns and the possessive pronouns in the nominative case?

Control tasks / Контрольні завдання:

Вправа 1. *Визначте, які підкреслені іменники вжиті у формі називного відмінка.*

1. <u>Деканат</u> знаходиться у корпусі на Театральній площі. 2. Студентка іде в <u>аудиторію</u>. 3. Вони купують <u>сметану</u>. 4. Дівчина приміряє <u>сукню</u>. 5. <u>Картина</u> висить на стіні. 6. <u>Телевізор</u> працює у кімнаті. 7. <u>Студенти</u> роблять досліди у лабораторії. 8. Хлопці живуть у <u>Непалі</u>. 9. Ми пишаємося нашим <u>викладачем</u>. 10. Дитина гуляє зі своєю <u>бабусею</u>. 11. Спортсмени тренуються на <u>стадіоні</u> 12. Степан купив зелену <u>куртку</u>.

Вправа 2. *Сформуйте речення з іменниками, вжитими у формі називного відмінка.*

1. Стіл. 2. Дошка. 3. Крейда. 4. Університет. 5. Ректорат. 6. Магазин. 7. Поліклініка. 8. Кабінет. 9. Декан. 10. Брат. 11. Сестра. 12. Племінник.

Вправа 3. *Подані іменники узгодьте з вказівними займенниками і з прикметниками у формі називного відмінка.*

1. Школи. 2. Україна. 3. Країна. 4. Лікарні. 5. Лабораторії. 6. Чайники. 7. Стипендії. 8. Зарплата. 9. Поверхи. 10. Телевізор. 11. Футболісти. 12. Декан.

Вправа 4. *Подані іменники узгодьте з присвійними займенниками і з прикметниками у формі називного відмінка.*

1. Стілець. 2. Комп'ютер. 3. Двері. 4. Очі. 5. Ніс. 6. Родичі. 7. Сусіди. 8. Любов. 9. Море. 10. Поле. 11. Ліс. 12. Взуття.

Вправа 5. *Поставте запитання до кожного слова у словосполученні.*

1. Цей мій хороший крем. 2. Отой ваш новий студент. 3. Оце їхнє велике поле. 4. Отака їхня швидка річка. 5. Отака їхня хороша дочка. 6. Оцей ваш високий спортсмен. 7. Ці наші нові друзі. 8. Оті ваші старі знайомі. 9. Отака моя чиста вода. 10. Цей мій чорно-синій стіл. 11. Отакий ваш новий чайник. 12. Те наше запашне мило.

Вправа 6. *Виправте помилки у словосполученнях, вжитих у формі називного відмінка.*

1. Оті мій гарні студентка. 2. Оця мої старе друг. 3. Отой моя веселе родичі. 4. Ці моє сумні тітка. 5. Це наш повільний іноземка. 6. Ота ваш чорно-біла чайник. 7. Такі наш дерев'яне полиця. 8. Отакий наше великі шафа. 9. Ті їхній чисте підлога. 10. Такі ваша хороше друг. 11. Отакі їхнє гарні кошеня. 12. Такі ваш погане знайомий.

Таким чином, у процесі вивчення української мови іноземцям слід звернути особливу увагу на відмінкову систему української мови, на умови використання того чи іншого (у нашому випадку – називного) відмінка, на граматичні форми усіх змінюваних за відмінками частин мови і на запитання до них у кожному відмінку. Особливу увагу слід звернути на практичне застосування набутих знань. Послідовність вивчення вказаного матеріалу повинна бути відповідною її потребі у використанні. Більш детальному вивченню і закріпленню теми іноземцями сприяє запропонований їм дидактичний матеріал з використаною у ньому практичною інформацією.

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Називний відмінок як компонент відмінкової системи української мови пострадянського періоду і як об'єкт вивчення іноземців

Автор подає зведену характеристику називного відмінка в українській мові для іноземців (з поясненням англійською мовою): умови його вживання, граматичні форми змінюваних за відмінками частин мови, особливості узгодження цих частин мови і запитання до них у називному відмінку. Для кращого засвоєння матеріалу автор також подає підсумкові запитання і вправи.

Ключові слова: називний відмінок, рід, число, закінчення, запитання, узгодження, вправа.

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Именительный падеж как компонент падежной системы украинского языка постсоветского периода и как объект изучения иностранцев

Автор даёт сводную характеристику именительного падежа в украинском языке для иностранцев (с объяснением на английском языке): условия его употребления, грамматические формы изменяемых по падежам частей речи, особенности согласования этих частей речи и вопросы к ним в именительном падеже. Для лучшего усвоения материала автор также представляет итоговые вопросы и упражнения.

Ключевые слова: именительный падеж, род, окончание, вопрос, согласование, упражнение.

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The Dative Case as a Component of the Case System of the Ukrainian Language of Post-Soviet Period and as an Object of Learning of Foreigners

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Abstract

The author gives summary characteristic of the dative case in the Ukrainian language for foreigners (with explanation in English): conditions of use of the dative case, grammatical forms of parts of speech which change according to cases, peculiarities of coordination (agreement) of these parts of speech and questions to them (to these parts of speech) in form of the dative case. For better mastering of material author also gives tables, final questions, exercises and texts.

Keywords: the dative case, gender, end, question, agreement, exercise, text.

Засвоєння основних принципів морфології української мови, отримання навичок визначення необхідних категорій іменника, прикметника, особового, вказівного і присвійного займенника у різних відмінках, узгодження слів у фразі, вміння ставити смислові запитання до кожного слова у словосполученні та реченні є важливою основою для засвоєння курсу української мови.

Особа, що вивчає українську мову, повинна бути ознайомленою з відмінковою системою української мови, розуміти її граматичну функцію і необхідність використання того чи іншого відмінка у конкретній фразі. Результатом такого ознайомлення має стати грамотне вживання закінчень іменників, прикметників і займенників в однині і у множині у кожному відмінку, вміння ставити запитання до різних частин мови у реченні. Оскільки давальний відмінок є важливою складовою відмінкової системи української мови, детальне ознайомлення з ним є суттєвим етапом у вивченні морфології української мови. На початковому етапі знайомства іноземців з давальним відмінком їм потрібно порадити звернути увагу на функціональне навантаження давального відмінка в українській мові пострадянського періоду; на запитання до іменників-назв істот і іменників-назв

неістот у давальному відмінку; на дієслова, що поєднуються з різними частинами мови (з іменниками, прикметниками, особовими, вказівними і присвійними займенниками), вжитими у формі давального відмінка.

Для якісного оволодіння матеріалом слід порадити уважно прочитати текст з поясненням, ретельно проаналізувати та вивчити його і виконувати практичні завдання.

Advice for a foreigner:

Try to read attentively the thesis: «The Ukrainian nouns, personal pronouns, adjectives, demonstrative pronouns, possessive pronouns in the dative case. Coordination of the nouns with the adjectives, demonstrative pronouns and the possessive pronouns in the dative case».

Pay attention to the use of the Ukrainian nouns, personal pronouns, adjectives, demonstrative pronouns, possessive pronouns in the dative case.

Learn the main rules of using the Ukrainian nouns, personal pronouns, adjectives, demonstrative pronouns, possessive pronouns in the dative case.

Analyze and memorize the given material attentively.

Do written home assignments carefully and diligently.

Educational aim:

You must learn the Ukrainian nouns, personal pronouns, adjectives, demonstrative pronouns, possessive pronouns in the dative case; coordination of the nouns with the adjectives, demonstrative pronouns and the possessive pronouns in the dative case; the verbs what use with the dative case.

COMMENTS TO THE DATIVE CASE

We are going to speak about:

– the dative case in the Ukrainian language;

– the verbs, used with the dative case;

– the Ukrainian nouns in the dative case;

– the Ukrainian personal pronouns in the dative case;

– the Ukrainian adjectives in the dative case;

– the Ukrainian demonstrative pronouns in the dative case;

– the Ukrainian possessive pronouns in the dative case;

– agreement of the nouns with the adjectives, demonstrative pronouns and the possessive pronouns in the dative case.

Mind, that in the dative case the action is directed towards someone or something. The dative case is corresponds to the English preposition «to» (seldom «for»), for example:

To say to Oksana. / Говороити Оксані.

To explaine to doctor. / Пояснювати лікарю.

To promise to father. / Обіцяти батьку.

Buy for your son. / Купіть вашому сину.

The inanimate nouns in the dative case answer the question «чому?» (for) what?). The animated nouns in the dative case answer the question «кому?» (for) whom?). The question «що?» in the nominative case (case №1) transforms into the question «чому?» in the dative case (case № 3). The question «хто?» in the nominative case (case № 1) transforms into the question «кому?» in the dative case (case № 3).

The dative case without a preposition is used to denote the indirect object of the verbs:

– говорити – to speak, to talk; to tell, to say;

– розповідати – to tell, to relate, to narrate;

– обіцяти – to promise;

– пояснювати – to explain, to make clear;

– вирішувати – to decide, to determine, to resolve;

– розв'язувати – to untie, to unbind, to undo, to solve;

– перекладати – to translate;

– нагадувати – to remind (of, about);

– дозволяти – to allow, to let, to give leave (to);

– наказувати – to order, to command, to enjoin, to bid, to charge;

– забороняти – to forbid, to prohibit;

– допомагати – to help, to assist, to aid;

– заважати (мішати) – to prevent, to stop (from), to be (to stand) in the way;

– шкодити – to harm, to injure, to hurt, to damage;

– радити – to advise, to counsel, to recommend;

– показувати – to show;

– співати – to sing;

– танцювати – to dance;

– вірити – to believe, to have faith in, to trust;

– довіряти – to trust, to confide (to smb.), to give credence (to smth.), to entrust (to);

– належати – to belong, to appertain, to be a member (of);

– доводитися – to have to, to fall to the lot (of), to happen (to), to chance (to), to be related (to);

– дзвонити – to ring, to (tele)phone, to ring up, to call up;

– телефонувати – to (tele)phone, to ring up, to call up;

– підписувати – to sign;

– брати – to take;

– взяти – to take;

– давати – to give, to let;

– ставити – to put, to place, to install, to produce, to make;

– повертати –to return, to give back, to turn (round, about);

– подавати – to give, to serve, to drive up;

– дарувати – to give, to present (with);

– купувати – to buy, to purchase;

– продавати – to sell;

– міряти – to measure, to try on;

– важити – to weigh;

– зважити – to weigh;

– вибачати, пробачати – to excuse, to pardon;

– вказувати – to show, to indicate, to point out (to, at), to give instructions;

– позначати – to mark, to denote, to designate;

– читати – to read;

– писати – to write;

– прописувати – to prescribe, to order;

– відповідати – to answer, to reply; to respond;

– повторювати – to repeat;

– зауважувати – to remark, to comment, to reproof, to rebuke, to reprimand;

– друкувати – to print, to type, to publish;

– малювати – to draw, to paint;

– різати – to cut, to slice, to kill, to carve;

– шити – to sew;

– в'зати – to tie up , to bind; to knit;

– вишивати – to embroider;

– готувати – to prepare, to make ready, to cook, to make;

– варити – to boil;

– смажити – to roast, to fry, to toast, to grill;

– тушкувати – to stew, to braise;

– прибирати – to clean up, to tidy (up), to put in order;

– витирати – to wipe, to dry;

– замітати – to sweep (up), to cover up;

– викидати – to throw out, to put out, to put on sale, to put on the market;

– смітити – to litter;

– м'яти – to rumple, to tumble, to crumple, to ruffle, to brake, to trample on, to blunge;

– рвати – to tear, to pick, to break off;

– псувати – to spoil, to corrupt;

– бруднити – to dirty, to soil, to sully, to spot;

– мити – to wash;

– прати – to wash, to launder;

– сушити – to dry;

– чистити – to clean, to scrub, to brush, to scour;

– прасувати – to iron;

– зашивати – to sew up, to mend;

– посміхатися – to smile;

– подобатися – to please;

– відправляти – to send off, to forward, to dispatch;

– надсилати – to send, to dispatch, to mail, to post, to remit;

– посилати – to send (to, for), to dispatch (to), to mail, to post (to);

– приносити – to bring, to carry, to fetch;

– привозити – to bring, to import.

The ends: ***-ові*, *-у*** in the dative case are added to the last hard consonants of the nouns of masculine gender singular (of the nominative case):

робітник → робітник**ові**, робітник**у**   Сухел → Сухел**ові**, Сухел**у**

друг → друг**ові**, друг**у**   Фузаіл → Фузаіл**ові**, Фузаіл**у**

син → син**ові**, син**у**   лоб → лоб**ові**, лоб**у**

племінник → племінник**ові**, племінник**у**   стіл → стол**ові**, стол**у**

Хардік → Хардік**ові**, Хардік**у**   телефон → телефон**ові**, телефон**у**

Instead of the end **-о** of the nouns of masculine gender singular in the nominative case we use the ends: **-ові**, **-у** in the dative case singular:

тато → тат**ові**, тат**у**   дядько → дядьк**ові**, дядьк**у**

батько → батьк**ові**, батьк**у**   Михайло → Михайл**ові**, Михайл**у**

To the last sibilant consonants of the nouns of masculine gender singular in the nominative case we add the ends: **-еві**, **-у** in the dative case:

слухач → слухач**еві**, слухач**у**   овоч → овоч**еві**, овоч**у**

сторож → сторож**еві**, сторож**у**   ніж → нож**еві**, нож**у**

Маніш → Маніш**еві**, Маніш**у**   кущ → кущ**еві**, кущ**у**

Раджеш → Раджеш**еві**, Раджеш**у**   плащ → плащ**еві**, плащ**у**

Авінаш → Авінаш**еві**, Авінаш**у**   дощ → дощ**еві**, дощ**у**

лящ → лящ**еві**, лящ**у**   хрящ → хрящ**еві**, хрящ**у** (cartilage, gristle)

There are three possible ends of the nouns of masculine gender singular form in the dative case after the suffix **-р-**: the **-ові**, the **-у** and the **-ю:**

лікар → лікар**еві**, лікар**ю**   школяр → школяр**еві**, школяр**у**

секретар → секретар**еві**, секретар**ю**   столяр – столяр**еві**, столяр**у** *(joiner)*

Consonant **й,** which follows any vowel in the nominative case transforms into the end **-еві** or the end **-ю** in the dative case.

Юрій → Юрієві, Юрію   Григорій → Григорієві, Григорію

Сергій → Сергієві, Сергію   Тимофій → Тимофієві, Тимофію

добродій → добродієві, добродію (gentleman, sir)

край → краєві, краю (land, region; krai, territory, border, edge; brim)

звичай → звичаєві, звичаю (custom, habit, ways; the manners and customs)

трамвай → трамваєві, трамваю

напій → напоєві, напою

Softening mark in the end of the nouns of masculine gender singular form in the nominative case transforms into the ends: **-еві**, **-ю** in the dative case:

учитель → учителеві, учителю   уч<u>е</u>нь → учневі, учню

дідусь → дідусеві, дідусю   іноземе<u>ц</u>ь → іноземцеві, іноземцю

хлоп<u>е</u>ць → хлопцеві, хлопцю   олів<u>е</u>ць → олівцеві, олівцю

день → дн<u>е</u>ві, дню   кор<u>і</u>нь → кор<u>е</u>неві, кор<u>е</u>ню (root)

The ends:**-_ові_**. **-_еві_**, **-_єві_** more often use in the animated nouns of masculine gender singular form. The ends: **-_у_**, **-_ю_** more often use in the inanimate nouns of masculine gender singular form.

Some foreign personal names don't change according to cases and numbers. That's why in the dative case (both in singular and in plural) these names have the same form as in the nominative case:

Лаолу → Лаолу   Алі → Алі

Хіманшу → Хіманшу   Кабі → Кабі

Оджо → Оджо   Генрі → Генрі

Отто → Отто   Раві → Раві

The unofficial man's names in the dative case have the same ends as the nouns of the feminine gender:

Коля – Колі

Міша – Міші

Стьопа – Стьопі

Ваня – Вані

Рома – Ромі

Женя – Жені

Before you will continue acquaint yourself with the dative case you must to know that some **nouns of feminine gender singular** in the dative case before the end -i change consonants. Consonant «к» before the end -i in the dative case transforms into «ц». Consonant «г» before the end -i in the dative case transforms into «з». Look:

Nom.		Dat.	
-к-	жінка	-ц-	жінці
	тітка		тітці
	студентка		студентці
	рука		руці
	ручка		ручці
	книжка		книжці
	бібліотека		бібліотеці
	папка		папці
	куртка		куртці
-г-	подруга	-з-	подрузі
	нога		нозі
	книга		книзі
	підлога		підлозі
	волога (moisture)		волозі
	тривога (alarm, anxiety)		тривозі
	фабрика		фабриці

The end -a of the nouns of **feminine gender singular** changes into the end -i in the dative case singular.

Nom.	хто? що?	Dat.	кому? чому?
-a	сестра	-i	сестрі
	мама		мамі
	баба		бабі
	вода		воді
	стіна		стіні

	жінка		жінці
	рука		руці
	книга		книзі
	фабрика		фабриці
-жа, -ча, -ша, -ща	груша	-жі, -чі, -ші, -щі	груші
	площа		площі

The end -я after a consonant of the nouns of feminine gender singular changes into the end -і in the dative case singular.

Nom.	хто? що?	Dat.	кому? чому?
-я	робітниця	-і	робітниці
	племінниця		племінниці
	бабуся		бабусі
	Соня		Соні
	Аня		Ані
	земля		землі
	хвиля		хвилі
	пісня		пісні
	кухня		кухні
	вулиця		вулиці

The end -я after a vowel and after apostrophe of the nouns of feminine gender singular changes into the end -ї in the dative case singular.

Nom.	хто? що?	Dat.	кому? чому?
-ія, -ия, -ея, -'я	Софія	-ії, -иї, -еї, -'я	Софії
	Надія		Надії
	Юлія		Юлії
	сім'я		сім'ї
	батарея		батареї
	шия		шиї
	історія		історії

	аудиторія		аудиторії
	мрія		мрії
	надія (hope)		надії
	олія		олії

In the dative case the nouns of feminine gender singular receive the end -i to the last consonant.

Nom.	що?	Dat.	чому?
hard consonant	кров	+ -і	крові
-ж, -ч, -ш, -щ	подорож	-жі, -чі, -ші, -щі	подорожі
	річ		речі
	ніч		ночі

Softening mark in the end of the nouns of feminine gender singular transforms into the end -i in the dative case singular.

Nom.	що?	Dat.	чому?
-ь	радість	-і	радості
	тінь		тіні
	відповідь		відповіді
	сповідь (confession)		сповіді
	сіль		солі

The end -и of the noun of feminine gender singular «мати» transforms into the combination of letters -ері in the dative case singular:

Nom.	хто?	Dat.	кому?
-и	мати	-ері	матері

Some foreign women's names don't change according to cases and numbers. Therefore in the dative case (in singular and in plural form) these names have the same forms as in the nominative case singular.

Nom.	хто?	Dat.	кому?
	Боскі		Боскі
	Шруті		Шруті

	Рідхі		Рідхі
	Раджвіндер		Раджвіндер
	Давіндер		Давіндер
	Рут		Рут

There are no change in the dative case some countries' names as Сомалі, Перу, Чилі, Нікарагуа, Конго, Марокко.

The end -o of the nouns of **neuter gender** in the nominative case **singular** changes into the end -y in the dative case singular:

Nom.	що?	Dat.	чому?
-о	вікно	-у	вікну
	місто		місту
	село		селу
	вухо		вуху
	яблуко		яблуку
	озеро		озеру

The end -e of the nouns of neuter gender singular in the nominative case changes into the end -ю in the dative case singular.

Nom.	що?	Dat.	чому?
-е	місце	-ю	місцю
	поле		полю
	море		морю

The end -e after a sibilant consonant of the nouns of neuter gender singular in the nominative case changes into the end -y in the dative case singular.

Nom.	що?	Dat.	чому?
-же, -че, -ше, -ще	плече	-жу, -чу, -шу, -щу	плечу
	селище		селищу
	прізвище		прізвищу

In the dative case singular the combination of letters -ті adds to the ends: -а, -я of the nouns of neuter gender singular denoting newly-born creatures.

Nom.	хто?	Dat.	кому?
-а, -я	маля	+ -ті	маляті
	немовля		немовляті
	теля		теляті
	цуценя		цуценяті
	кошеня		кошеняті
	курча		курчаті

The end -я after a doubled similar consonants of the nouns of neuter gender singular in the nominative case transforms into the end -ю in the dative case singular.

Nom.	що?	Dat.	чому?
-я	речення	-ю	реченню
	життя		життю
	питання		питанню
	запитання		запитанню
	плаття		платтю
	обличчя		обличчю
	сміття		сміттю

The end -я after apostrophe in the noun of neuter gender singular «ім'я» transforms into the combination of letters -ені in the dative case singular:

Nom.	що?	Dat.	чому?
-я	ім'я	-ені	імені

The following nouns don't change according to cases and numbers. Therefore these nouns in the dative case (in singular and in plural) have the same forms as in the nominative case:

Nom.	що?	Dat.	чому?
	меню		меню
	фото		фото
	шосе		шосе
	радіо		радіо

	таксі		таксі

Look at the constructions, what contain the dative case and the words: (не) треба / (не) потрібно / (не) можна in different combinations (with the dative case in pre-position and in post-position) with the meanings: «somebody must (not)»; «somebody can (not)»; «it is (not) necessary for somebody or something»; «it is (not) necessary to do something»: <u>вам (не) треба</u> виконувати домашнє завдання, <u>мені (не) потрібно</u> купити сорочку, <u>тобі (не) можна</u> їсти морозиво.

The words: треба, потрібно, можна, не можна do not change in tenses and in cases. Look: <u>зараз</u> мені <u>треба</u> їхати, <u>завтра</u> мені <u>треба</u> буде купити хліб, <u>вчора</u> їм <u>треба</u> було бути на заняттях, <u>сьогодні</u> тобі <u>потрібно</u> вчити українську мову, <u>післязавтра</u> тобі <u>потрібно</u> буде отримати посилку, <u>позавчора</u> мені <u>потрібно</u> було приготувати вечерю, <u>зараз</u> мені <u>можна</u> гуляти на вулиці, <u>незабаром</u> йому <u>можна</u> буде вийти з аудиторії, <u>нещодавно</u> їм <u>можна</u> було їздити за кордон, <u>зараз</u> тобі <u>не можна</u> пропускати заняття, <u>вчора</u> тобі <u>не можна</u> було їсти смажене, <u>завтра</u> тобі <u>не можна</u> буде йти на екскурсію.

Also the dative case uses in the phrases before the words: страшно (terribly); сумно (sadly, sorrowfully); смішно (in a funny way (manner), comically); весело (merrily, gaily, joyfully); цікаво (interestingly, curiously); нудно – (it is tedious, it is boring); слід (should, ought); зручно (comfortably); важко (heavily, it is hard); легко (lightly, easily); холодно (cold(ly), cool(ly); жарко (hotly, it is hot); тепло (warm, warmly); корисно (usefully, it is useful (to); добре (well); погано (bad(ly); шкідливо (injuriously, bad); соромно (shame); необхідно (necessarily). Look:

– Тобі важко. / – It is hard (difficult) for you.

– Мені холодно. / – I am cold.

– Мені погано. / – I am not well (ill).

– Тобі буде важко виконувати це завдання. / – It will be difficult for you to fulfill this task.

– Тобі було важко тримати твоє слово. / – It was difficult for you to keep your word.

– Тобі було холодно. / – You were cold.

– Йому буде холодно. / – He will be cold.

– Тобі було погано. / – You were not well (you were ill).

– Тобі буде погано. / – You will not be well (you will be ill).

The nouns of masculine, feminine and neuter gender of plural form in the dative case have the same ends. The end **-и** of the nouns of masculine and feminine gender of plural form nominative case in the dative case plurality transforms into the end **-ам**. The end **-і** of the nouns of masculine and feminine gender of plural form in the dative case plurality transforms into the end **-ям**. The end **-і** of the nouns of masculine and feminine gender of plural form after a sibilant consonant in the dative case plurality transforms into the end **-ам**. To the last vowels **(-а, -я)** of the nouns of the neuter gender of plural form of the nominative case in the dative case plurality adds consonant **-м**.

The nouns of masculine gender of plural form in the dative case

Nom.	хто? що?	Dat.	кому? чому?
-и	робітники	-ам	робітникам
	лоби		лобам
	ліси		лісам
	стадіони		стадіонам
	племінники		племінникам
-і	друзі	-ям	друзям
	дні		дням
	лікарі		лікарям
But	школярі		школярам
-жі, -чі, -ші, -щі	ножі	-жам, -чам, -шам, -щам	ножам
	овочі		овочам
	Аваніші		Аванішам
	Авінаші		Авінашам
	Раджеш		Раджешам
	кущі		кущам
	дощі		дощам

The nouns of feminine gender of plural form in the dative case

Nom.	хто? що?	Dat.	кому? чому?
-и	книги	-ам	книгам
	фабрики		фабрикам
	руки		рукам
	стіни		стінам
-і	землі	-ям	землям
	хвилі		хвилям
	тіні		тіням
	пісні		пісням
	робітниці		робітницям
	радості		радостям
-жі, -чі, -ші, -щі	подорожі	-жам, -чам, -шам, -щам	подорожам
	ночі		ночам
	груші		грушам
	площі		площам

The nouns of neuter gender of plural form in the dative case

Nom.	хто? що?	Dat.	кому? чому?
-а	вікна	-ам	вікнам
	міста		містам
	села		селам
	вуха		вухам
	озера		озерам
	імена		іменам
	малята		малятам
	курчата		курчатам
	телята		телятам
	прізвища		прізвищам
-я	моря	-ям	морям
	речення		реченням

	життя		життям
	питання		питанням
	запитання		запитанням
	завдання		завданням

The words, which use only in plural change in the dative case like the nouns

mentioned below:

Nom.		Dat.	
-и	брюки	-ам	брюкам
	штани		штанам
	джинси		джинсам
	канікули		канікулам
	збори		зборам
	окуляри		окулярам
	парфуми		парфумам
	ворота		воротам
-і	двері	-ям	дверям
	Чернівці		Чернівцям
	ножиці		ножицям
But	гроші		грошам
-ї	Гімалаї	-ям	Гімалаям

The personal pronouns in the dative case have such forms:

Nom.	хто? що?	Dat.	кому? чому?
	я		мені
	ти		тобі
	він		йому
	вона		їй
	воно		йому
	ми		нам
	ви		вам

	вони		їм

The personal pronouns what use instead of the inanimate nouns in the dative case answer the question «чому?». The personal pronouns what use instead of the animated nouns in the dative case answer the question «кому?».

The personal pronouns (and the nouns used instead of these personal pronouns) used in the phrases like *завдяки кому / завдяки чому* with the meaning thanks to somebody (to whom); thanks to someone (to what) have the forms of the dative case, for example:

1. Завдяки моєму другові (йому), я вчасно повернувся додому.

2. Завдяки нашому викладачеві (йому), ми добре знаємо українську мову.

Завдяки – thanks to, owing to, by virtue of.

Revise the phrases which you have learned before:

– Скільки мені років? (– How old am I?)

– Тобі (вам) 25 років. (– You are 25).

– Скільки тобі років? (– How old are you?)

– Мені 23 роки. (– I am 23).

– Скільки йому років? (– How old is he?)

– Йому 21 рік. (– He is 21).

– Скільки їй років? (– How old is she?)

– Їй 22 роки. (– She is 22).

– Скільки йому років? (– How old is it?)

– Йому 4 роки. (– It is 4).

– Скільки нам років? (– How old are we?)

– Нам 18 років. (– We are 18).

– Скільки вам років? (– How old are you?)

1. – Нам 3 роки. 2. – Мені 3 роки. (1. – We are 3. 2. – I am 3).

– Скільки їм років? (– How old are they?)

– Їм 14 років. (– They are 14).

If we want to use a noun instead of a personal pronoun, we must use it (this noun) in form of the dative case. For example:

– Скільки йому років? (– How old is he?) → – Скільки років братові? = – Скільки братові років? (– How old is brother?)

– Скільки йому років? (– How old is he?) → – Скільки років батькові? = – Скільки батькові років? (– How old is father?)

– Скільки йому років? (– How old is he?) → – Скільки років племінникові? = – Скільки племінникові років? (– How old is nephew?)

The demonstrative pronouns in the dative case have forms given in the table below. Read and study the given table attentively.

Nom.	той	Dat.	тому
Nom.	та	Dat.	тій
Nom.	те	Dat.	тому
Nom.	ті	Dat.	тим
Nom.	отой	Dat.	отому
Nom.	ота	Dat.	отій
Nom.	оте	Dat.	отому
Nom.	оті	Dat.	отим
Nom.	цей	Dat.	цьому
Nom.	ця	Dat.	цій
Nom.	це	Dat.	цьому
Nom.	ці	Dat.	цим
Nom.	оцей	Dat.	оцьому
Nom.	оця	Dat.	оцій
Nom.	оце	Dat.	оцьому
Nom.	оці	Dat.	оцим
Nom.	такий	Dat.	такому
Nom.	така	Dat.	такій
Nom.	таке	Dat.	такому
Nom.	такі	Dat.	таким

Nom.	отакий	Dat.	отакому
Nom.	отака	Dat.	отакій
Nom.	отаке	Dat.	отакому
Nom.	отакі	Dat.	отаким

As you know already, the demonstrative pronouns answer the same questions as the adjectives.

The question **«який?»** in the nominative case of the animated and inanimate demonstrative pronouns **цей, оцей, той, отой, такий, отакий** of masculine gender singular transforms into the question «**якому?**» in the dative case **[«який?»** of the animated and inanimate demonstrative pronouns **(case 1) → «якому?» (case 3)].**

The question «**яка?**» in the nominative case of the animated and inanimate demonstrative pronouns **ця, оця, та, ота, така, отака** of feminine gender singular transforms into the question **«якій?»** in the dative case **[«яка?»** of the animated and inanimate demonstrative pronouns **(case 1) → «якій?» (case 3)].**

The question **«яке?»** in the nominative case of the animated and inanimate demonstrative pronouns **це, оце, те, оте, таке, отаке** of neuter gender singular transforms into the question **«якому?»** in the dative case **[«яке?»** of the animated and inanimate demonstrative pronouns **(case 1) → «якому?» (case 3)].**

The question **які?** in the nominative case of the animated and inanimate demonstrative pronouns **ці, оці, ті, оті, такі, отакі** of masculine, feminine and neuter gender plural transforms into the question **«яким?»** in the dative case **[«які?»** of the animated and inanimate demonstrative pronouns **(case 1) → «яким?» (case 3)].**

The possessive pronouns in the dative case have forms, given in the table below:

Nom.	мій		Dat.	моєму
Nom.	моя		Dat.	моїй
Nom.	моє		Dat.	моєму
Nom.	мої		Dat.	моїм
Nom.	твій		Dat.	твоєму
Nom.	твоя		Dat.	твоїй
Nom.	твоє		Dat.	твоєму
Nom.	твої		Dat.	твоїм
Nom.	його		Dat.	його
Nom.	її		Dat.	її
Nom.	наш		Dat.	нашому
Nom.	наша		Dat.	нашій
Nom.	наше		Dat.	нашому
Nom.	наші		Dat.	нашим
Nom.	ваш		Dat.	вашому
Nom.	ваша		Dat.	вашій
Nom.	ваше		Dat.	вашому
Nom.	ваші		Dat.	вашим
Nom.	їхній		Dat.	їхньому
Nom.	їхня		Dat.	їхній
Nom.	їхнє		Dat.	їхньому
Nom.	їхні		Dat.	їхнім
Nom.	свій *(my, your, his, her, its, our, their, own)*		Dat.	своєму
Nom.	своя *(my, your, his, her, its, our, their, own)*		Dat.	своїй
Nom.	своє *(my, your, his, her, its, our, their, own)*		Dat.	своєму
Nom.	свої *(my, your, his, her, its, our, their, own)*		Dat.	своїм

The question **«чий?»** in the nominative case (of the possessive pronouns of masculine gender singular) transforms into the question **«чийому?»** in the dative case [**чий? (case 1) → чийому? (case 3)].**

The question **«чия?»** in the nominative case (of the possessive pronouns of feminine gender singular) transforms into the question **«чиїй?»** in the dative case **[чия? (case 1) → чиїй? (case 3)].**

The question **«чиє?»** in the nominative case (of the possessive pronouns of neuter gender singular) transforms into the question **«чийому?»** in the dative case **[чиє? (case 1) → чийому? (case 3)].**

The question **«чиї?»** in the nominative case (of the possessive pronouns in plural) transforms into the question **«чиїм?»** in the dative case **[чиї? (case 1) → чиїм? (case 3)].**

The adjectives in the dative case have the forms what are given in the table given below:

Nom.	який? яка? яке? які?	Dat.	якому? якій? якому? яким?
	hard form		
-ий (який?)	зимовий	-ому (якому?)	зимовому
-а (яка?)	зимова	-ій (якій?)	зимовій
-е (яке?)	зимове	-ому (якому?)	зимовому
-і (які?)	зимові	-им (яким?)	зимовим
	soft form		
-ій (який?)	літній	-ьому (якому?)	літньому
-я (яка?)	літня	-ій (якій?)	літній
-є (яке?)	літнє	-ьому (якому?)	літньому
-і (які?)	літні	-ім (яким?)	літнім

– The end **-ий** (of the adjectives of hard form of masculine gender singular in the nominative case) changes into the end **-ому** in the dative case singular form **[-ий (case 1) → -ому (case 3)].**

– The end **-ій** (of the adjectives of soft form of masculine gender singular in the nominative case) changes into the end **-ьому** in the dative case singular form **(-ій (case1) → -ьому (case 3)].**

– The end **-а** (of the adjectives of hard form of feminine gender singular in the nominative case) changes into the end **-ій** in the dative case singular form **[-а (case 1) → -ій (case 3)].**

– The end **-я** (of the adjectives of soft form of feminine gender singular in the nominative case) changes into the end **-ій** in the dative case singular form **[-я (case 1) →- ій (case 3)].**

– The end **-e** (of the adjectives of hard form of neuter gender singular in the nominative case) changes into the end **-ому** in the dative case singular form **[-e (case 1) → -ому (case 3)].**

– The end **-є** (of the adjectives of soft form of neuter gender singular in the nominative case) changes into the end **-ьому** in the dative case singular form **[-є (case 1) → -ьому (case 3)].**

– The end **-i** (of the adjectives of hard form plural in the nominative case) changes into the end **-им** in the dative case plural form **[-i (case 1) → -им (case 3)].**

– The end **-i** (of the adjectives of soft form plural in the nominative case) changes into the end **-ім** in the dative case plural form **[-i (case 1) → -ім (case 3)].**

The all adjectives of hard form in the dative case have the same ends as the word **зимовий.** The all adjectives of soft form in the dative case have the same ends as the word **літній.**

The question **«який?»** in the nominative case (of the adjectives of masculine gender singular) transforms into the question **«якому?»** in the dative case singular form **[«який?» (case 1) → «якому?» (case 3)].**

The question **«яка?»** in the nominative case (of the adjectives of feminine gender singular) transforms into the question **«якій?»** in the dative case singular form **[«яка?» (case 1) → «якій?» (case 3)].**

The question **«яке?»** in the nominative case (of the adjectives of neuter gender singular) transforms into the question **«якому?»** in the dative case singular form **[«яке?» (case 1) → «якому?» (case 3)].**

The question **«які?»** in the nominative case (of the adjectives in plurality) transforms into the question **«яким?»** in the dative case plural form **[«які?» (case 1) → «яким?» (case 3)].**

As you know, the nouns, personal pronouns, adjectives, demonstrative pronouns and the possessive pronouns agree in singular or plural form, in gender and in the case.

Accordingly, in the dative case the nouns and the personal pronouns of masculine gender singular agree with the adjectives, demonstrative pronouns and the possessive pronouns which are used in corresponding forms of masculine gender singular. The nouns and the personal pronouns of feminine gender singular agree with the adjectives, demonstrative pronouns and the possessive pronouns which are used in corresponding forms of feminine gender singular. The nouns and the personal pronouns of neuter gender singular agree with the adjectives, demonstrative pronouns and the possessive pronouns which are used in corresponding forms of neuter gender singular. The nouns and the personal pronouns of plural form agree with the adjectives, demonstrative pronouns and the possessive pronouns which are used in corresponding forms in plurality.

Control questions / Контрольні запитання:

– What do you know about the dative case in the Ukrainian language?

– When do we use the dative case in the Ukrainian language?

– How to change the nouns (how to change ends of the nouns) in the dative case?

– How to change the personal pronouns in the dative case?

– How to change the demonstrative pronouns in the dative case?

– How to change the possessive pronouns in the dative case?

– How to change the adjectives of hard form (how to change ends of the adjectives of hard form) in the dative case?

– How to change the adjectives of soft form (how to change ends of the adjectives of soft form) in the dative case?

– What questions do the nouns answer in the dative case?

– What questions do the personal pronouns answer in the dative case?

– What questions do the demonstrative pronouns answer in the dative case?

– What questions do the possessive pronouns answer in the dative case?

– What questions do the adjectives answer in the dative case?

– How to agree the nouns, personal pronouns, adjectives, demonstrative pronouns and the possessive pronouns in form of the dative case?

– What English prepositions does the dative case (in the Ukrainian language) corresponds to?

Control tasks / Контрольні завдання:

Вправа 1. *Відкрийте дужки.*

1. (Товариш) подобається село, у якому живуть його батьки. 2. (Сестра) влітку постійно пише листи її одногрупниця. 3. (Брат) показують місто його товариші. 4. (Сусідка) розповідають про новий журнал. 5. Мої одногрупники відповідають (викладач) на запитання. 6. Ми купили квиток (дівчина). 7. Викладач пояснює тему (студент). 8. Ми повторюємо наші умови (conditions) нашому новому (одногрупник). 9. Дитина допомагає (мама) готувати обід. 10. Продавець продає (покупець) сукню. 11. Він дав підручник (Оксана). 12. Дитина співає своїй (мама).

Вправа 2. *Поставте запитання до речень.*

Приклад. *– Йому 16 років. – Скільки йому років?*

1. Мені 18 років. 2. Їй 25 років. 3. Нам 3 роки. 4. Йому 21 рік. 5. Моєму братові 5 років. 6. Моїй сестрі 30 років. 7. Моєму татові 68 років. 8. Моєму племінникові 24 роки. 9. Моєму синові 1 рік. 10. Моїй тітці 70 років. 11. Моїй сестрі 35 років. 12. Моїй подрузі 30 років.

Вправа 3. *Відкрийте дужки.*

1. (Я) 41 рік. 2. (Ти) 18 років. 3. (Артур) 16 років. 4. (Авінаш) 21 рік. 5. (Суніл) 23 роки. 6. (Тетяна) 13 років. 7. (Товариш) 42 роки. 8. (Друг) 48 років. 9. (Син) 3 роки. 10. (Хлопець) 8 років. 12. (Племінник) 24 роки.

Вправа 4. *Відкрийте дужки.*

1. Я пообіцяла (Моніка) виконати домашнє завдання. 2. Ми сказали (викладач), що не будемо пропускати заняття. 3. Світлана та Інна розповіли (брат) новину. 4. Батько написав (я) листа. 5. Я написав (дядько) листа. 6. Викладач сказав (батько), що я пропустив заняття. 7. Він купив подарунок (сестра). 8. Я надіслала лист (директор). 9. (Оксана) подобається морозиво. 10. Товариш пояснив (ти) завдання. 11. Я розповіла (директор) план своїх дій. 12. Викладач постійно допомагає (студент) виконувати вправи.

Вправа 5. *Відкрийте дужки.*

1. (Дівчина) цікаво спілкуватися (to associate, to consort (with) з цією дитиною. 2. (Дитина) не можна курити. 3. (Студент) важко вивчати хімію. 4. (Викладач) важко

вчити лінивого студента. 5. (Аня) холодно на вулиці. 6. (Племінник) тепло у цьому новому светрі. 7. (Стівен) потрібно відвідувати заняття. 8. (Студент) легко виконувати домашнє завдання. 9. (Племінниця) треба прибирати у кімнаті. 10. (Барбара) подобається гуляти у парку. 11. (Степан) подобається відпочивати на морі. 12. (Друг) необхідно вчити цей предмет.

Вправа 6. *Відкрийте дужки.*

1. (Дитина) весело гратися з батьком. 2. (Хлопчик) сумно сидіти вдома одному. 3. (Сергій) смішно було дивитися отой фільм. 4. (Ірина) складно виконувати домашнє завдання. 5. (Колега) цікаво читати цю нову книжку. 6. (Боскі) нудно сидіти вдома. 7. (Отто) слід старанно вчити домашнє завдання. 8. (Брат) зручно ходити у цьому взутті. 9. (Михайло) корисно їсти вітаміни. 10. (Тетяна) шкідливо курити. 11. (Абдулкадір) соромно не знати відповідь на це запитання. 12. (Захра) необхідно купити ці ліки.

Вправа 7. *Замініть підкреслені іменники особовими займенниками.*

1. Авінашеві це корисно знати. 2. Світлані потрібно багато гуляти. 3. Друзям тепло у цій маленькій кімнаті. 4. Викладачу потрібно це знати. 5. Дитині треба вчити домашнє завдання. 6. Омарові не можна багато говорити. 7. Сестрі корисно їсти овочі і фрукти. 8. Дівчині холодно стояти на вулиці. 9. Самуелеві жарко сидіти біля батареї. 10. Моніці важко відповідати на запитання викладача. 11. Дитині потрібно їсти молочну кашу (porridge, gruel). 12. Лікареві необхідно серйозно поговорити з пацієнтом.

Вправа 8. *Відкрийте дужки.*

1. (Я) було приємно зустріти вас. 2. (Ви) треба старанно виконувати домашнє завдання. 3. (Вона) не можна бігати. 4. (Ректор) складно зрозуміти лінивого студента. 5. (Ми) треба добре займатися. 6. (Студент) можна буде вийти з аудиторії. 7. (Сестра) не можна їсти смажене. 8. (Дівчина) потрібно приймати ліки. 9. (Лікар) треба оглянути хворого. 10. (Викладач) необхідно перевірити домашнє завдання студентів. 11. (Друг) не цікаво дивитися цей фільм. 12. (Я) тепло у цій новій куртці.

Вправа 9. *Відкрийте дужки.*

1. (Ти) буде холодно на вулиці. 2. (Він) буде приємно зустріти його старого друга. 3. (Дівчина) було страшно іти додому. 4. (Сестра) було смішно дивитися на ту картину. 5. (Я) сьогодні буде весело. 6. (Оксана) було сумно прощатися з батьками. 7. (Оджо) було нудно сидіти на занятті. 8. (Дитина) буде весело гратися з батьком. 9. (Ти) не потрібно це робити. 10. (Він) не слід приймати ці нові ліки. 11. (Вона) слід бути більш уважною. 12. (Богдана) не складно перекласти цей текст.

Вправа 10. *Відкрийте дужки.*

1. (Я) потрібно подзвонити. 2. (Ви) холодно сидіти в аудиторії. 3. (Вони) важко вчити медицину. 4. (Олег) легко виконувати домашнє завдання. 5. (Студент) необхідно уважно слухати викладачів. 6. (Одногрупник) треба принести зошит. 7. (Я) неважко написати цю вправу. 8. (Вони) потрібно старанно вчити кожну тему. 9. (Я) зручно сидіти у цьому новому кріслі. 10. (Ти) незручно лежати у твоєму старому ліжку. 11. (Ми) цікаво вчити українську мову. 12. (Ви) нудно сидіти на лекції з історії медицини.

Вправа 11. *Відкрийте дужки.*

1. Я обіцяю (ти) уважно слухати викладача. 2. Я говорила (вона) старанно виконувати домашнє завдання. 3. Ми розповідали про нашу країну (іноземець). 4. Що ви (я) порадите? 5. Лікар прописав (товариш) хороші ліки. 6. Я обіцяла (викладач) старанно готуватися до занять. 7. Дитина малює (мама) сонце. 8. Студенти пишуть заяву (ректор). 9. Одногрупник пояснив (Барбара) новий матеріал. 10. Бріджіт надіслала (сестра) подарунок. 11. Я випрала (дитина) сорочку. 12. Сестра випрасувала (брат) штани.

Вправа 12. *Відкрийте дужки.*

1. Мама купила (племінниця) сукню. 2. Викладач пояснив (студент) важке правило. 3. Іноземець зателефонував (сестра). 4. Я допомагаю (студентка) виконувати вправу. 5. (Ви) подобається морозиво. 6. Тітка пообіцяла (учень) перевірити його твір. 7. Я дозволяю (син) гуляти на вулиці. 8. Алла розповідала (племінник) про гарний автомобіль. 9. Хороші батьки не дозволяють (дитина) курити. 10. Богдана купила (бабуся) масло. 11. (Світлана) подобається цей фільм. 12. Бібліотекар дав зошити (Авінаш). 13. Ми повернули книжки (бібліотекар).

Вправа 13. *Виправте помилки.*

1. Оцьому ваша хорошої студентці. 2. Такого їхнього смішного мавпі. 3. Такому його рожеве свині. 4. Така наша сірі крілю. 5. Цієї ваш мобільне телефону. 6. Такого його солодку воді. 7. Отого наш нові іграшці. 8. Оцієї їхнє нове листівці. 9. Ваше товстий (thick) спортивного журналу. 10. Такої їхнього сучасний магазину. 11. Таких наше гарячого чаю. 12. Цей мій українсько-англійський словнику.

Вправа 14. *Перекладіть українською мовою.*

1. Promise to your friend. 2. Remind to your sister. 3. Allow to your brother. 4. Forbid to your son. 5. Sing to his daughter. 6. Trust to your husband. 7. Telephone to his wife. 8. Give to the nephew. 9. To belong to the niece. 10. Return to the seller. 11. Buy for your friend. 12. Show the doll to your child.

Вправа 15. *Узгодьте іменники з вказівними і присвійними займенниками, а також з прикметниками у формі називного і давального відмінків однини. Поставте запитання до кожного слова у сформованих фразах у формі словосполучення.*

1. Ручка. 2. Зошит. 3. Декан. 4. Філософія. 5. Мова. 6. Лінійка (ruler). 7. Сумка. 8. Багаж. 9. Ключ. 10. Сорочка. 11. Відповідь. 12. Кров.

Вправа 16. *Відкрийте дужки.*

1. Студенти пообіцяли (той їхній хороший викладач) старанно готуватися до занять. 2. Сестра випрала (отой свій молодший брат) брудний одяг. 3. Старшокурсники радять (ці наші нові студенти) не пропускати лекції. 4. Ми подарували (оця наша молодша сестра) гарного сірого пухнастого (fluffy, downy) кота. 5. Студенти запросили на вечір (отой їхній старий знайомий). 6. Ректор сказав (такий наш лінивий студент), що він не може достроково складати літню сесію. 7. Продавці завжди посміхаються (отакий їхній хороший покупець). 8. Я завжди довіряю (отой мій останній результат). 9. Ми не довіряємо (отакий ваш старий автомобіль). 10. Я постійно ввечері читаю казку (tale, story) (оцей мій середній син). 11. Я завжди розповідаю (отака моя хороша дитина) про моїх друзів. 12. Дядько постійно нагадував (отой його лінивий племінник) про домашнє завдання.

Вправа 17. *Виправте помилки.*

1. Отой мого сумному другу. 2. Оце нашого складному завданню. 3. Оті його рідним братові. 4. Цей їхнього пухнастому коту. 5. Ці моєї чорній ручці. 6. Той нашої молодшій сестрі. 7. Тих моєї різнокольоровій сорочці. 8. Того моєї довгій сукні. 9. Оці вашого старанному синові. 10. Тієї твого старшому дядьку. 11. Цього моєї добрій тітці. 12. Цих мого старій подрузі.

Вправа 18. *Поставте у форму давального відмінка множини. Поставте запитання до поданих слів у формі називного і давального відмінків. Замініть іменники особовими займенниками у формі називного і давального відмінків множини. Поставте до них запитання.*

1. Дівчина. 2. Університет. 3. Площа. 4. Фабрика. 5. Історія. 6. Шруті. 7. Хіманшу. 8. Дівчинка. 9. Алла. 10. Оджо. 11. Виделка. 12. Тарілка.

Вправа 19. *Поставте фрази у форму давального відмінка множини. Поставте запитання до кожного слова у фразі у формі словосполучення.*

1. Отой університет. 2. Така лінія. 3. Оте слово. 4. Оте завдання. 5. Цей друг. 6. Такий клопіт (trouble, worry, disturbance). 7. Це цуценя. 8. Це завдання. 9. Такий друг. 10. Оця дорога. 11. Оцей комп'ютер. 12. Отакий телевізор.

Вправа 20. *Поставте фрази у форму давального відмінка множини. Поставте запитання до кожного слова у фразі у формі словосполучення.*

1. Мій товариш. 2. Твій одногрупник. 3. Твоє завдання. 4. Їхній університет. 5. Свій дім. 6. Їхній клопіт (trouble, worry, disturbance). 7. Їхнє місце. 8. Її бажання (wish, desire). 9. Його сподівання (hope). 10. Наша дитина. 11. Моє немовля. 12. Ваш друг.

Вправа 21. *Поставте фрази у форму давального відмінка множини. Поставте запитання до кожного слова у фразі у формі словосполучення.*

1. Гарна дитина. 2. Хороший друг. 3. Тепла ковдра (blanket, bedcover). 4. Нова сорочка. 5. Смачна піца. 6. Свіжий торт. 7. Сучасний комп'ютер. 8. Зелений светр. 9. Фіолетовий автомобіль. 10. Сірі брюки. 11. Довге волосся. 12. Зручний одяг.

Вправа 22. *Узгодьте іменники з вказівними і присвійними займенниками, а також з прикметниками у формі давального відмінка множини. Поставте запитання до кожного слова у фразі у формі словосполучення.*

1. Дівчина. 2. Чоловік. 3. Студент. 4. Учень. 5. Холодильник. 6. Декан. 7. Комендант. 8. Ноутбук. 9. Актор. 10. Актриса. 11. Театр. 12. Кінотеатр.

Таким чином, у процесі вивчення української мови іноземцям слід звернути особливу увагу на відмінкову систему української мови, на умови використання того чи іншого (у нашому випадку – давального) відмінка, на граматичні форми усіх змінюваних за відмінками частин мови і на запитання до них у кожному відмінку. Особливу увагу слід звернути на практичне застосування набутих знань. Послідовність вивчення вказаного матеріалу повинна бути відповідною її потребі у використанні. Більш детальному вивченню і закріпленню теми іноземцями сприяє запропонований їм дидактичний матеріал з використаною у ньому практичною інформацією.

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Давальний відмінок як компонент відмінкової системи української мови пострадянського періоду і як об'єкт вивчення іноземців

Автор подає зведену характеристику давального відмінка в українській мові для іноземців (з поясненням англійською мовою): умови його вживання, граматичні форми змінюваних за відмінками частин мови, особливості узгодження цих частин мови і запитання до них у давальному відмінку. Для кращого засвоєння матеріалу автор також подає таблиці, підсумкові запитання, вправи і тексти.

Ключові слова: давальний відмінок, рід, число, закінчення, запитання, узгодження, вправа, текст.

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Дательный падеж как компонент падежной системы украинского языка постсоветского периода и как объект изучения иностранцев

Автор даёт сводную характеристику дательного падежа в украинском языке для иностранцев (с объяснением на английском языке): условия его употребления, грамматические формы изменяемых по падежам частей речи, особенности согласования этих частей речи и вопросы к ним в дательном падеже. Для лучшего усвоения материала автор также представляет таблицы, итоговые вопросы, упражнения и тексты.

Ключевые слова: дательный падеж, род, окончание, вопрос, согласование, упражнение, текст.

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Increase of the Standard of Speech of Future Teacher as Pedagogical Problem

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Abstract

This article reflects the main problem about how to improve the professional quality of educational institutions' staff in new socio- economic conditions. Nowadays, teachers' training in pedagogical speech skill has got the new status: training of future expert in the context of the development communicative personality and its individual rhetorical potential. Developing the speech of children, the teacher teaches them to perceive their thoughts, impressions, and feeling and transfer of various information in oral and written form. So, the researcher, A. A. Vorozhbitova notes that degree of communicative competence's formation (at the heart of pupils) is far from the requirements of programs, and social order. Researcher convincingly proves the opinion on need of scientific development of an actual problem in rhetoric training of students, and the formation at future teachers' speech competence.
Keywords: education system, training of future teacher, reform, intellectual potential, rhetoric, communicative competence, development of the speech, innovative opening standard of speech, culture of behavior, speech etiquette.

"The new generation, youth, educated, free from any remnants of the past, becomes a decisive driving force of democratization, liberalization, updating and sure progress of the country today", the president of Uzbekistan Islam Karimov told, speaking at the international conference "Preparation of the Formed and Intellectually Developed Generation as the Most Important Condition of a Sustainable Development and Modernization of the Country" which took place in Tashkent. Also he emphasized that everything that is made and becomes in Uzbekistan on implementation of the program of reforming of an education system, first of all is equitable to long-term interests, realities and features of rather difficult stage of modern development of the country [4].

Also the head of our state notes: "Historically it developed so that on the XXI century threshold in the Republic of Uzbekistan the intellectual potential which on the level of development, innovative opening, opportunities surpasses many developing countries of the world today, and in many respects is created and doesn't concede to economically developed countries. Without exaggeration it is possible to tell that the base of the unique and beautiful building of science, intellectual potential of Uzbekistan was put many centuries ago. We have the right to say with pride that the domestic science goes back to very ancient times, has deep

and powerful roots. Throughout centuries it reliably serves the Uzbek nation, all mankind in knowledge of secrets of the nature, in medicine, philosophy, jurisprudence, theology, literary criticism and linguistics." [5]

Modern activity of the teacher demands constant readiness to provide innovative creative processes. The main task facing pedagogical staff of educational institutions – education improvement of quality to help professional formation of experts with new social and economic conditions.

Today the problem of training of future teacher in pedagogical speech skill didn't lose the relevance, and opposite, got the new status: training of future expert in the context of his development as communicative personality, development of its individual rhetorical potential.

The special importance in the conditions of a solution of the problem of training in pedagogical skill is gained by development of individual style of the professional speech as indicator of the highest level of possession of communicative abilities, creative approach to the profession.

Pedagogical rhetoric — one of professionally focused the rhetorician which main objective is training in effective pedagogical communication, development of skills of the professional speech, formation of the professional communicative personality. Individual style of the speech acts as conceptually important concept spiritualizing all process of rhetorical training of future teacher. Special value has individual style of the speech for the teacher-language and literature teacher as, first, the speech of the teacher-language and literature teacher is a speech sample for pupils, in - the second, training in the native language and literature demands the thoughtful and realized at the individual and creative level selection of effective forms of familiarizing of pupils with language culture of society, education from them careful attitude to language, conscious language acquisition as a means of communication.

The extremely necessary and requirement becomes in system of high school pedagogical education of education of the creative person capable to provide efficiency of pedagogical activity, to improve the speech skill, itself as the looking for personality, to cultivate creative identity in the pupils.

A. A. Vorozhbitova convincingly proves opinion on need of scientific development of an actual problem of training of students in rhetoric, formations at future teachers of lingvoritorics competence. So, the researcher notes that degree of formation of communicative

competence (at the heart of which speech skills of pupils) is far from requirements as programs, and the social order. Special significance is attached to communicative education and development also because in realization of this direction absolutely fairly see pledge of successful formation of socially active personality.

Process of acquisition of the native language includes at least three kinds of activity, versatile according to the contents and on ways of achievement of the purpose:

- the studying of fundamentals of science about language taking a certain detour of knowledge of phonetics, lexicon, word formation, morphology, syntax, stylistics, awareness of language system;

- development of the speech: enrichment of a lexicon, improvement of a grammatical system of the speech, mastering norms literary language and formation of skills of a coherent statement of thoughts in an oral and written form;

- the formation of spelling and punctuation skills (referred that to "linguistic", to "communicative competence").

For most of practical it always was an axiom: assimilation of knowledge of language and development of the speech and culture of the person are connected by a uniform complex of tasks. This communication has objective character as language and the speech are structurally interdependent, and in this sense it is possible to call a problem of development of the speech a fundamental problem of the pedagogic, initial idea causing interdependence of many components of training in the native language.

allows to formulate a peculiar pedagogical credo: "the teacher trains children in language teaching them to the speech - i.e. to ability it is expedient and correct to use language means for reception and information transfer". Specific objectives in training in language, in training of the speech are formulated long ago and rather accurately. Development of the speech means the concrete areas of work of the teacher who has to be able professionally:

- to teach ability to listen (to understand told);

- to teach ability to read (to understand written);

- to teach ability to speak (to transfer information orally);

- to teach ability to write (to transfer information in writing).

These directions are designated in all programs, and still teachers completely accept only the second and fourth directions (i.e. reading and the letter), and ability to listen (audition)

and ability to speak (the monological and dialogical speech) special work often don't receive. This situation for decades is a problem of practice of development of the speech and training of students in technologies of development of the language personality. Developing the speech of children, the teacher teaches them to ability to perceive thoughts, impressions, feelings and to transfer various information in an oral and written form. Because information is transferred in the finished look issued in the text, the task of the teacher can be formulated still as training of children in ability is correct to perceive someone else's text and to create the, reflecting level of proficiency not only the standard of speech, but also culture of behavior, culture of the interpersonal relations.

The new aspect of vision of a problem of the standard of speech from a position of esthetic attitude considerably enriches opportunities to provide positive motivation to work on the standard of speech of school students.

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ПОВЫШЕНИЕ КУЛЬТУРЫ РЕЧИ БУДУЩЕГО УЧИТЕЛЯ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

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Резюме: В данной статье отраженазадача, стоящая перед педагогическим коллективом образовательных учреждений, – повышение качества образования, помогать профессиональному становлению специалистов в новых социально-экономических условиях. На сегодняшний день проблема обучения будущего учителя педагогическому речевому мастерству приобрела новый статус: обучение будущего специалиста в контексте развития его как коммуникативной личности, развития его индивидуального риторического потенциала. Развивая речь детей, учитель учит их умению воспринимать мысли, впечатления, чувства и передавать разнообразную информацию в устной и письменной форме. Исследователь убедительно доказывает мнение о необходимости научной разработки актуальной проблемы обучения студентов риторике, формирования у будущих учителей лингвориторической компетенции. Так, исследователь, А.А.Ворожбитова отмечает, что степень сформированности коммуникативной компетентности (в основе которой речевые умения и навыки учащихся) далека от требований как программы, так и социального заказа.

Ключевые слова: система образования, обучения будущего учителя, реформа, интеллектуальный потенциал, риторика, коммуникативная компетентность, развитие речи, инновационные открытия, стандарт речи, культура поведения, речевого этикета.

The Role of Independent Work for Students
in Educational Process

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Abstract

In this article the role of the independent work student in educational process is analyzed. Since, independence form of necessity-motivation sphere, mental, physical and morally volitional efforts of students. The methods of didactical literature analysis and data collection employed in the research intended to gain insights into both the methodology that lie behind students' independent work as well as students perception of the importance of independent work for the development of their skills and competencies. It is also noteworthy to ponder whether independent skills mandated in a typical lecture-based course. Many students initiate collaborative study groups as a survival technique. These may or may not promote independent learning skills, depending how the group is structured. Those who do not form groups and have to rely only on their independent skills may not survive the course. Following the third aspect of the principle of education scientific character knowledge is open-ended, versatile or not conveyable and it constructed by the learner referring to students experience. Accordingly, students should offered independent practical training work using different objective information resources. Practically such kind of independent work could identified as problem based learning which takes place through critical and creative thinking.

Keywords: independent work, educational process, education, development, formation, pedagogy.

The problem of cognitive independence is rooted in antiquity. Czech educator, author of class-lesson learning system Jan Amos Comenius noted, "Natural principle in man has an independent and self-propelling force". However, in the regular school until the mid XX century dominated explanatory and illustrative training. Starting from the 50s, again increasing interest in the development of independence of students. At the turn of the XXI century interest in the subject has increased again since changed significantly the living conditions, the information revolution has occurred, and the world is the transition to lifelong learning. The direction of "learning for life" changed to "learning throughout life", the closure of educational architecture gradually giving way to open, which is impossible without developing skills of independent work of students at a high level. Information technology provides an opportunity to give greater autonomy, as in the successful development of the curriculum and in-depth study of particular subjects, implementing internal creative needs of students.

Philosophy of Education once again raises the issue of the value to society of formation of self-identity. Conception individually oriented educational activities because of

studying the underlying processes that underlie self-development and self-determination of people. [1]

According to V. Andreev, the priority of modern education is oriented training on self-development of personality. [2] This new educational paradigm based on the following basic principles:

- awareness of self-worth of every person, its uniqueness;
- inexhaustible possibilities of development of each individual, including its creative self-development;
- priority of inner freedom - freedom for creative self-development as opposed to external freedom;
- understanding the nature of creative self-development as an integral characteristic of "self", the backbone components of which are self-knowledge, creative self-determination, self-management, creative self-realization and self-improvement.

He also notes, "The only kind of education can be considered a form of guaranteed quality that goes into self-education. In this training goes into self-study, education - in self-education and personality development of the state - a state of creative self-development". [2]

In foreign studies is not accepted interpretation of independence, if the learner is given the opportunity to learn from the self-access mode prepared by a teacher or expert information, as the learner in this case supposedly plays the role of "passive observer", he gives the impression that the self-study is only possible if the presence of the material prepared by the expert. The student should be able to choose their own teaching materials, relying not only on those who advised the teacher. This approach implies freedom of choice and the use of authentic materials. [3]

Outward signs of independence of students are planning their activities, perform tasks without the direct involvement of the teacher, systematic monitoring of the progress and results of the work, its subsequent correction and improvement, that is, self-exercise activity.

The inside of the requirement of independence form the motivational sphere, mental, physical, moral and volitional efforts of students to achieve goals without assistance. [4]

The basic principle of the theory of stepwise formation of mental actions is that receive significant new elements of mental practice immediately in the form of internal, mental man cannot. N. Talyzina concludes: knowledge accumulated by humankind,

represented by a system of scientific concepts, laws; you cannot learn only through its own activities, the transmission efficiency of the experience depends on the nature of the actions of students and the quality of management on the part of the learner. [5]

The main objective of higher education is the formation of a creative personality specialist able to self-development, self-education and innovation. The solution to this problem is hardly possible only through knowledge transfer in finished form from teacher to student. Need to transfer a student from a passive consumer of knowledge in their active creator who knows how to formulate the problem, analyze the ways to solve it, to find the optimal result and prove its correctness. The ongoing reform of higher education is associated with the transition from learning paradigm to the paradigm of education. In this regard, it should be recognized that the independent work of students is not just an important form of educational process must be its foundation.

This implies focus on active methods of acquiring knowledge, developing creative abilities of students, the transition from in-line to the individual learning tailored to the needs and abilities of the individual. It is not just about increasing the number of hours for independent work. Strengthening the role of independent work of students is a fundamental revision of the organization of educational process in high school, which should designed to develop the ability to learn, to form the students' ability to self-development and creative application of knowledge, methods of adapting to the professional activity in the modern world [6].

The purpose of students' independent work is to organize a systematic study courses during the semester, strengthening and deepening the knowledge and skills, preparing for the upcoming classes, as well as creating a culture of intellectual work and self-reliance in the search and acquisition of new knowledge.

Objectives of independent work could defined as follows:
- quality of learning;
- development and skills training activities;
- formation of cognitive abilities of students and of interest to the studied material;
- formation of readiness for self-education;
- formation of independence as personality traits.

The first step is to define the independent work of students. In general, any activity that related to the education of future professional thinking. Any kind of employment, creating conditions for the emergence of independent thought, cognitive activity related to the student's independent work. Thus, under the independent work should be understood set of all independent activity of students in the classroom and outside it, in contact with the teacher and in his absence.

Learning outcomes are directly dependent on the level of students' independent work, which determined by personal preparedness to this work, the desire to engage in their own capabilities and the realization of this desire.

Belyaeva offers an original formula of independent work of students: information - knowledge - information, the essence of which is to create new information from existing, that forms the students' willingness and need to manage their cognitive activity.

Higher form of manifestation of independence should be considered self or self-education activity, which refers to the purpose and results of operations, and under the independent work - a means to achieve this result. Self-education student - is a voluntary activity, aimed at the acquisition of knowledge in the process of independent work without the help of a teacher, which is not possible if the students are not formed initial experience cognitive activity, the need for it, and emotional and volitional qualities. Thus, the self-study is a necessary step in forming the skills of self-education and, as a consequence, the development of self-reliance. Because a student's independent work contributes to a better learning of theoretical material obtained by them in practical classes, and consequently increases the level of training of students in various disciplines.

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Psychological and Pedagogical Aspects of Ukrainian Language Extracurricular Work in Senior Classes of Profile Schools

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Abstract

The article deals with the regularities of mental development and formation of the linguistic identity of pupils in the educational process of profile school. Formation of communicative competence of high school students includes consideration of age, psychological characteristics, mechanisms of speech and thought. The purpose of the article is an analysis of psychological and pedagogical studies which highlight aspects of age-related psychological characteristics, mechanisms of speech and thought and consideration of teaching experience. It is noted that the method of organizing Ukrainian language extracurricular work in an innovative paradigm of language professional education is focused on comprehensive study of personality, provides the study of mental development and identity formation at different age stages. Characteristic of age-appropriate period of early adolescence (15 - 18) is given. We consider some aspects of the mental processes of thought and speech at high school. The attention is focused on the formation of educational motivation of high school students, their choice of further educational and professional activities. The stages of cognitive interest of high school students in learning the Ukrainian language during extracurricular work are presented. The process of thinking as psychological problem including creative thinking that is appropriate for solving complex problems in Ukrainian language extracurricular work is considered. A conclusion about educational needs of high school students, understanding the purpose of life, the choice of didactic material for extracurricular work adapted to the modern social process is formed. Relevance of the problem in the context of a strategy of modernizing education and predictions for further research are determined.

Keywords: the period of early adolescence, age characteristics, cognitive interest of high school students to learning the Ukrainian language, psychological conditions of learning, thinking process.

Problem formation. The system of philological extracurricular work focused on improving general lingustic level of communicative competence of high school students including the consideration of age, psychological characteristics, mechanisms of speech and thought. The relevance of the chosen topic is determined by increased requirements to psycho-pedagogical and linguistic support of Ukrainian language course in connection with the transition of high school to profile education. There is an obvious need for extracurricular work based on psychological and individual requirements of high school students. Issues of Ukrainian language extracurricular work in the profile classes based on psychological and pedagogical aspects are particularly relevant in the context of modernizing language education and determine the need for further research.

Analysis of current research. In order to study the content of the research methods of organization of extracurricular work in the innovation paradigm of language professional

education focused on comprehensive study of the individual, psychologists and psyholinguistic didactics consider the law of mental development and identity formation at different age stages (L. Vygotsky, I. Winter , I. Cohn, S. Rubinstein etc.); physiological mechanisms (Pavlov, P. Anokhin, Freud, K. Izard, H. Selye); psychological characteristics (Pavlov, William Sheldon E. Kretschmer, B. Teplov, A. Timchenko, Vladimir Nyebylitsyn O. Lontyev, B. Teplov); temperament, character, abilities (A. Ponomaryov, K. Buhler); thinking (W. Stern, Piaget); activity approach in the development of the individual (L. Vygotsky, Kostiuk, BG Ananiev); intellectual education (G. Vashchenko Yu Hilbuh); psychological factors in targeting training activities (B. Badmaeva, V. Davydov).

The purpose of the article is an analysis of psychological and pedagogical studies which highlights aspects of psychological characteristics of age, motivation for training activities, sustainable interest for the Ukrainian language, cognitive extracurricular work, mechanisms of thinking and consideration of teaching experience.

Methods of research. To solve the complex problems we use the following methods: *theoretical* - analysis of linguistic, psychological and pedagogical literature; *empirical* - observation, summarizing teaching experience. Conclusions of the study have been made with method of *system generalization*.

Presentation of the material. Taking into account age and individual characteristics of high school students based on psychological principles that provides the development of effective methods of extracurricular work and high results. Peculiarity of cognitive learning of high school students is reflected in research of psychologists (L. Bozovic, L.Vygotsky, J. Winter, P. Halperin, V. Davydov, I. Cohn, G.Kostiuk, S. Rubinstein etc.).

Students of age group of 10 - 11 classes (15 - 18) - Senior school age or early adolescence is characterized by the formation of character, conception of the world, convictions, development of self-consciousness, orientation to the future, the search of life determination, dreams, hopes. The main feature of modern high school students is a need for knowledge. The prime time of intellectual activity is connected with the period of youth. There is overall development, operation of mental processes: the duration and the arbitrariness of attention, logical memory, abstracted and generalized thinking. Students of this age group try to study the essence of nature and social life and develop their own point of view which is often different from generally accepted.

Independent thinking is a requirement for individual self-creation at high school. Moral and social skills result in general development providing sensitive period of moral maturity, new conditions: changing the nature of environment, the intensity of communication. Sense of being mature and the desire to express their individuality and attract attention to become consolidated in any way appear. There is a conscious interest in ethical issues, motives of social behavior, critical attitude to reality [4, 66 - 69].

Students of certain age group require evidence, examples counter-evidence, additional information. We believe these age characteristics create preconditions for more specific information on the Ukrainian language being a part of extracurricular works that can be implemented in innovative projects, discussions, various research and encourage self-knowledge and self-expression.

In general typical features of this age group include personal features because of the fact that psychological factor is based on linguistic identity formation.

Main purpose at final stage of schooling is teaching and professional activities related to professional self-determination. Within this process educational and professional interests, the elements of research skills, moral, public money, outlook, self-conscious choice are formed, the attitude to the means of motivation is changed [15,17 - 19].

 Formation of motivation for the choice of further education or professional activity is one of the main tasks which solution is planned in profile school. Motivation in psychology explains what factors motivate the creative activity of personality, progress. Currently training in profile philological classes is based on conscious choice and provides targeted professional development of future significance in the context of strengthening professional knowledge. The thesis of A.M. Goroshkina indicates that training in 10 - 11 classes can be considered as the initial stage of professional training [3].

Summarizing scientific studies on the problem we state that training at high school is characterized by strong interest to mental activity, independence and desire to obtain information not only in the classroom but also at extracurricular classes. Therefore, learning obtains motivation meaning providing optimal conditions for personal development. Unlike the lesson containing limited system of learning, extracurricular work has scientific and creative character and is often associated with deep self-learning, willingness to study new training methods, expansion of interests in humanities, promotes the training of graduates for further

choice of education. New structures which are different from those existing at the lesson appear in the development of nervous system: some links of prearranged reflexes formed through constant change of the same actions in the same manner, means acts, are replaced with new ones; the process of adjustment begins restructuring the whole activity to be ready to join the new age period [10, 77].

Since extracurricular work involves the implementation of the principle of voluntary participation of high school students the main condition for this it is to create sustainable scientific interest in the Ukrainian language deepening the motivation to study. According to our observations high school students of philological profile show more developed training motivation. The structure of learning motivation includes a highlited cognitive motive (the desire to get deep philological knowledge); communication (communication with peers, authorities); leading tune is professional one associated with the entrance to the university and the choice of future profession.

Researchers (A.K. Markov, A.V. Karpov) determine motivation as training characterized by a complex structure, regularity, dynamics connected with the level of intellectual development and character of training activity which consists of training needs, goal emotions, approach and interest. There are three main sources of activities: *internal* (cognitive and social needs); *external* (living conditions of the students; requirements, expectations, opportunities); *personal* (interests, needs, attitude, ideals and stereotypes that lead to self-improvement, self-determination, self-realization in training activities). Based on the sources of activities in educational psychology a distinguished group of motives can be divided into groups: *cognitive* (intellectual curiosity, formation of cognitive abilities, interest in deepening knowledge); *social* (different social interactions, social awareness of the importance of learning, development outlook); *personal* (self-esteem, self-assertion, desire for prestige among peers) [7, 8].

The development of cognitive interest in learning has been the subject of many research theses; various excitation source and means of formation of interest of students of secondary schools have been considered.

In psychology we define interest as emotional experience of cognitive need, educational component of motivation. The main factors of influence on the student prompting to indicate their interest in education is the education of social motives, understanding of their content,

the importance of learning processes for personal activities. A necessary condition for creating interest in the content of education or educational activity is the ability to detect mental autonomy and initiative. Psychologists believe: the more active teaching methods, the easier to generate interest in them. The main means of education for sustainable interest in learning may be some challenges and issues that need active cognitive activity [5, 225 - 227].

Ukrainian language extracurricular work in profile school involves the use of active organisational methods, interactive, communicative and information technology, widespread adoption of lectures, writing essays, scientific works of young researchers, contests, competitions, study of museum sources, organization of independent work based on some book, seminars, project work, scoring system of knowledge. The use of different kinds of extracurricular work at high school develops inner need to learn independently acquiring additional knowledge and skills, encouraging creativity, producing educational interest, desire to learn, love for language, self-improvement, self-assertion.

Important role in formation of interest in learning is the creation of problematic situations, difficulties in learning, requiring solution without using already acquired set of knowledge, and if necessary new knowledge but using the knowledge already acquired in a new situation.Work is interesting if it requires constant mental stress. Obstacle is an important condition for the formation of interest, but only if the obstacle could be overcome, otherwise interest will be lost. Learning material, methods, techniques should be diverse. The novelty of the material is another factor of interest, but new material should be based on already acquired knowledge. Scientists define emotional learning material, the word of a teacher as an additional factor in the formation of constant interest [5, 225 - 227].

Considering the type of thinking we can contribute to effective implementation of various kinds of Ukrainian language extracurricular work. Scientists, psychologists have established a connection between language and thinking without identifying them. The language is the formation of opinions, it covers the process of thinking and provides connection with the content. There is a dialectical unity between language and thinking, and unity based on the reproduction of social and labor practice [13, 418].

High school students that have choosen philological profile have mostly sufficient intellectual development, relatively high level of communication skills, fluent speech, ability for analysis, generalisation of linguistic material. These features encourage the effectiveness of

training which depends on the level of conceptual and imaginative thinking, conditioned reflexes, language comprehension.

Thinking is a complex process of generalized and indirect reflection of objects and phenomena in their interrelationship and interconnecion, cognition of something new, unknown. In the language a human 'expands its educational opportunities, improves thinking'.Mental activity is aimed at cognition of the laws of the objective world. The way of understanding reality is also based on the experience gained by predecessors and ways of cognition including language as a means of expression and summarizing results of cognitive activity [8, 168 - 169].

There are different approaches to determining types of thinking (S. Rubinstein, N. Talyzina, A. Leontyev, P. Halperin, K. Buhler, W. Stern, Piaget). We will consider basics related to cognitive tasks of high school students in the content of extracurricular material.

Depending on the knowledge and means to solve the practical and theoretical problems three major **types of thinking** can be defined: *visual-effective, visual-figurative, verbal-logical or abstract* [14, 139].

The simplest kind of thinking is *visual-effective* which makes it possible to perceive the relationship and connections between objects and is used in solving problems. *Visually-shaped* is characterized by imaginative use of material that allows to perform analysis, comparison, generalization of objects and phenomena. Creative thinking is applied in all activities particularly of creative nature [2, 19]. The most difficult is *abstract or verbal-logical* which is expressed in verbal form through concepts. Thus, the process of learning becomes generalized and abstracted; it is possible to display not only external but also internal communication between objects and phenomena. Knowledge obtains not only practical but also scientific content [14, 139 - 142].

To solve complex problems in Ukrainian language extracurricular work the process of creative thinking is to be considered. *Creative* thinking function within the problem situations that contain new, unknown information, therefore, creating a system of unusual, unconventional ways and means to solve the problem. Cognition of the unknown is possible only through the known using sophisticated mental actions. These actions include: analysis, synthesis, comparison, generalization, abstract and specific. There are psychological features

that characterize a creative type of thinking: self-independence, intellectual independence, criticality, speed, ingenuity [14, 142 - 144].

Psychologists (V. Druzhinin, E. Ilyin, etc.) pay attention to the ability of managing the process of discursive thinking, individual process of reflection and control, consistent eliminatation of faults and logical construction of individual utterance [16, 27].

We agree with G.Kostiuk that underlines high school students are able to analyze the process of thinking, verbal forms of thought, their control [12, 189 - 200].

This opinion is shared by K. Plisko focusing on the skills of high school students' 'use of inductive and deductive conclusions'[11, 109].

The basis for the development of students' thinking in extracurricular work is the right choice of didactic text material. Techniques of scientific-educational and fiction texts considering psychological characteristics stimulate to cognition of something new, promote the development of skills and systematization of information used to set individual opinion, intensification of all possible types of thinking, development of philological and mental abilities.

According to L. Bondarchuk such text material is to be the basis for associate creative work, solving logic problems, cognition of something new, the ability to operate their own concepts [1, 20].

Using extracurricular didactic material on interdisciplinary basis interconnected with the history, literature, foreign languages, art culture, museum pedagogy (additional unlimited resource of socio-cultural environment) is to provide solutions of issues arising from isolated academic knowledge of students via comparison, synthesis, analysis, interaction of all types of thinking.

Interest and cognitive needs can be exhausted if there is a lack of understanding of the purpose of practical knowledge. Therefore, material for extracurricular work is to be chosen practically adapted to contemporary social process, directing students to the process of improving skills, developing the intellectual and emotional sphere.

Psychological basis for the organization of Ukrainian language extracurricular work in profile classes are not limited to abovementioned main characteristics and are in progress and require updating, enrichment, expansion and creative rethinking and implementation of the achievements in domestic and foreign pedagogical and psychological sciences.

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Professionally Oriented Teaching of Foreign Language in Non-Language Universities

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Abstract

In this article analyzed professionally oriented teaching of foreign language in non-language universities. As we know the modern theory of learning languages of international communication in line with the dialogue of cultures and civilizations raises the question of the need for the formation of teachers of a foreign language professional competence, component composition that includes language, speech, linguocultural, linguodidactic, cultural studies and substantive competence. Aborted these components leads to the fact that many teachers have difficulties in reading foreign literature in their specialty, the discussion of pedagogical and methodological problems in a foreign language, difficulties in conversations and discussions on professional topics. Therefore, we can assume that even in high school, we must seek a certain level of formation of professional speech abilities sufficient and necessary for the successful implementation of professional activity. Skills professional speech will serve as a basis for further self-education and self-improvement in their chosen profession students.

Key words: foreign language, cultural studies, competence, pedagogical, teacher.

In recent years, increased training requirements graduate's language high schools. It known that training is carried out in the process of purposeful awareness of students' social and psychological aspects of the interaction of specialists in industrial and other fields of activity and in the process of mastering these laws. Such training is conducted at the senior stage of training at the university contributes to the further rapid orientation of students in the chosen specialty. In this regard, the principle of professional orientation is of particular importance and priority [6]. Accounting professional factor in the improvement of foreign language speech possession future specialists suggests the focus of the course of a foreign language at pedagogical learning process that will teach communication in a foreign language at a professional level.

The modern theory of learning languages of international communication in line with the dialogue of cultures and civilizations [4] raises the question of the need for the formation of teachers of a foreign language professional competence, component composition that includes language, speech, linguocultural, linguodidactic, cultural studies and substantive competence. Aborted these components leads to the fact that many teachers have difficulties in reading foreign literature in their specialty, the discussion of pedagogical and methodological problems in a foreign language, difficulties in conversations and discussions on professional topics. Therefore, we can assume that even in high school, we must seek a certain level of formation of

professional speech abilities sufficient and necessary for the successful implementation of professional activity. Skills professional speech will serve as a basis for further self-education and self-improvement in their chosen profession students.

Professionally oriented English language training, learning English for special purposes, originated as a scientific discipline in the 1960s abroad. Currently, professionally-oriented English language training, survived not only as a scientific discipline, but also became the type of educational services, without which the student learning language high schools is not possible.

Under professionally oriented education understood to mean training that based on the needs of future graduates in the study of a foreign language, dictated by the peculiarities of their future profession or academic specialty, which, in turn, require its study. This seems to be the main difference of language learning for secondary purposes [3].

The problem of professional speech foreign language teachers received coverage in a number of studies, however, not fully implemented in the existing textbooks and manuals for foreign language teaching in pedagogical high school. When analyzing the different methods and techniques of training preference usually given to preparing students communicative less attention given to the special skills that are essential to professional communication. To a certain extent, the inclusion in the teaching of foreign languages at the undergraduate foreign material benefits as a supplement to the basic domestic textbooks and manuals on the practice of oral and written language, built on the basis of communication, helps to solve problems, but only in the formation of the actual foreign language communication skills.

With regard to a sufficiently high level of professional communication, the training programs for the practice of oral and written speeches for senior students underrepresented planned purposeful work in the system of vocational-based learning. Hence, there is a need for a series of special exercises for the formation of professional speech abilities [5].

As you know, at the senior stage of training (4-5 courses), students speak a foreign language as a means of communication at a high level. However, this level of linguistic knowledge and speech abilities are not always ready to provide professional and educational activities. In terms of teaching practice, students are going to have to use their knowledge and skills in solving specific professional and educational goals. However, in the absence of targeted vocational training in high school vocational and educational activities carried out by

students spontaneously, by trial and error, which, of course, negatively affects the efficiency of the learning process [1].

Related articles: ESP (English for Specific Purpose - English for a specific purpose) or professionally oriented English language training

At the senior stage of training in pedagogical high school, it is necessary to create real opportunities for functional and structural changes in speech communication skills professional. In this regard, some Methodists believe promising training future teachers of foreign language skills of Professional Education of communication not only in the study of psycho-pedagogical disciplines cycle, but also in passing the practical course the main foreign language in high school. [4] In addition, at the undergraduate has been some tendency to transform the linguistic knowledge and skills in the professional voice. However, usually this done spontaneously, uncontrollably. This process is necessary to make systematic, targeted, in a specially organized training.

Orientation to the professional and educational goals of foreign language teaching in the learning process creates conditions for "pedagogical" rate of the main foreign language that permits not only the mastery of foreign language communication standards, on the one hand, but also master the rules of professional-communicative teaching speech, on the other, their unity and relationship.

Here I will highlight the main causes of poor learning skills of professional speech, which, according to Yu. Vasilyeva [1], are as follows:

- training of professional speech is constructed as a rule, the oral playing other people's thoughts and statements in the absence of communicative and professional orientation of the educational process;
- the training does not occur very subject of professional communication, its processes, tools, and so on. Professional communication submitted to the unity of the actual communicative learning (information exchange) and inter-role, interpersonal interaction with the norms and rules of communication speakers;
- Teachers do not have enough effective special training in the theory and practice of professional communication in a foreign language, do not have ways and means of learning the basics of professional communication, and therefore are not ready for

effective organization in the audience adequate training of professional communication, and therefore can't be targeted manage it.

Observation and practical experience show that students have some difficulties in communicating on professional topics. In particular, a loss in presenting their own opinions, and slowed the rate of speech is replete with unsubstantiated pauses. In a speech, most often used inadequate vocabulary, and words and phrases relating to the professional terminology, fall, paraphrased replaced synonymous designs.

Let us discuss some methodological problems solved in the process of teaching students the skills of professional speech. These primarily include the task of expanding professional pedagogical vocabulary of students and activate it in targeted training in various types of exercises. This problem related to the definition of themes and the selection of texts, which would include the necessary lexical minimum and ensure their high repeatability and continuity.

The second important task is to identify the range of the most common situations that determine the need for professional speech. The problem is to develop a theory of teaching professional speech in a foreign language and methods of forming the relevant skills, providing professional-speech activity [1].

Related articles: Professionally oriented foreign language teaching innovation managers in a technical college. Under the professional skills of speech, we understand the ability of students to communicate in a foreign language on professional topics. Traditional methods pedagogical at the senior stage of training in pedagogical high school is to attract students to conduct classes (microteaching), as well as group and collective forms of modeling situations in the field of teaching. The problem of development and formation of professional speech abilities in non-language universities and faculties solved with business games professional orientation in which the classroom to practice speaking and writing modeled by professional activities. Trained, they find themselves in conditions close to real, on the one hand, has the ability to objectively assess their knowledge and identify ways of improving their professional, on the other hand, and recognizes the need to improve the level of professional communication.

How to stresses N.Y. Gutareva [2], English as a foreign language specialties studied at as a secondary discipline in many schools, and other special purpose – in vocational education

institutions. Consequently, the teaching of English in non-language universities subject to two objectives:

1. academic training (basic) English (EAP: English for Academic Purposes);
2. the study of professionally oriented English (ESP: English for Specific Purposes).

In practice, a clear distinction between courses of basic English language and professional-oriented English is not conducted in many universities, because there is no clear program and learning objectives. In the process of teaching professionally oriented English language raises the question "What to teach in the first place: the professional vocabulary, grammar or develop skills monologue and dialogue speech".

As a rule, knowledge of technical terms and basic grammar gives freedom oral-verbal communication trainees; this possibility appears only in the case of formation of foreign language communicative competence. Foreign language communicative competence, in turn, consists of several components such as speech, language, social, discursive, socio-cultural and professional when it comes to future specialists.

The most appropriate classification of classes in a foreign language in not language high school is the classification, in terms of the structure of the lesson, which incorporated elements of the learning process. Structuring of the classes depends on the specific educational objectives, the nature of the alleged planned in class activities and interaction of the teacher and students.

The main elements of a class are:

*   organizational and substantial installation;

Related articles: Elements of communicative approach of teaching English in teaching students language high schools

*   check the depth and strength of knowledge;
*   the interaction of the teacher and students on the basis of the message-assimilation of new knowledge, skills and abilities;
*   consolidation of the material studied and exercises;
*   diagnosis of the strength of learning, of formation of skills and abilities;
*   instructions for the implementation of a home or independent work.

Same N.Y. Gutareva allocated following the most relevant types of lessons to teach professionally oriented English language in not language high school [2]:

- lesson learning new material (lecture, the theoretical study of cinema lesson);

- employment application and development of knowledge (practical assignments, essays, exercises, role play);

- the activity of generalization and systematization of knowledge (discussion, conferences, seminars, role play);

- the combined exercise (a combination of different types of classes with a wide range of tasks);

- supervision sessions (test, oral questioning, written work, test, quiz).

The best is a combined class, which is the most common type, which includes all the basic elements, allowing a limited time to make a full cycle of review, processing and consolidation of educational material, most importantly helps in the implementation of an integrated interdisciplinary approach to learning a foreign language.

In conclusion, I say that the possibility of learning a foreign language in non-linguistic universities are expanding every year: strengthening material-technical base of higher educational institutions; in the process of learning are increasingly being introduced innovative technologies, multimedia learning tools; the teachers there are more opportunities to use a variety of authentic sources, benefits, and so on. d. There is a growing prestige of the object: with the entry of Russia into the global economic and cultural space are conventional business and tourist trips abroad; more and more foreign companies are opening their branches and offices in our cities. Language high schools students, future professionals clearly understand how foreign language can enhance their ability in the future employment and promotion.

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Linguistic Principles of the Theory Translation in the Views of German Linguists

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Abstract

The article analyzes the linguistic principle in the theory of translation in the views of German linguists. Since the principle of linguistic typology of scientific language, translation includes specifics, especially linguistic resources, lexical (idiomatic) elements of grammatical forms and syntactic structures, styles and genres of certain types of translation.

Translation - specific linguistic phenomenon in which the transformation is performed oral or written text from one language to another. This transfer of certain information or rebuilding op-determination system of artistic images in the translation of the text artistic of one language in another appropriate system. Translation is not isolated from the effects of language laws. It organically linked with the language.

Language - the foundation and the main means of translation. Translation cannot understood, much less scientifically defined, it not considered in terms of its linguistic essence, not to reveal his deepest foundations of language, its linguistic nature. After all, no doubt, that the translation - is primarily linguistic activity. Translation based on the language translator working with the language.

Keywords: translation, linguistics, theories, principles, activities and language.

Therefore, that one of the main aspects of the concept of "translation" is its linguistic aspect, the linguistic nature of translation [1, 26].

Linguistic typology of the principle of scientific language translation includes specifics, especially linguistic resources, lexical (idiomatic) elements of grammatical forms and syntactic structures, styles and genres of certain types of translation [5].

Linguistic description of the text gives us a system of material means for the expression of a specific content of each of the varieties of translation and, more specifically, the different properties of their content.

German linguist Otto Kade done a great contribution to the development of linguistic theory of translation. After defending his thesis in 1964 on "subjective and objective factors in the translation process," he for over 25 years, has published a number of papers on the theory of translation, the most significant of which are the monograph "The randomness and regularity in Translation" (1968) and "linguistic mediation as a social phenomenon and the subject of scientific research" (1980). For O.Kade characterized by solidity and breadth of scientific interests. Experienced translator and teacher of translation, he was interested in the problems of

both written and oral interpretation, and theoretical questions involved in particular types of translation correspondences, studied Communications Translation with linguistics, communication theory and the social sciences.

Translation concept of O.Kade characterized by a large logic and sequence. He seeks to give an objective character of the theory of translation, which in translation is necessary to select those factors that are not random and regular and the study of which could lead to a reasonable theoretical generalizations. The search for such factors led to O.Kade communicative approach to translation: translation as a critical review of the bilingual communications, whose members speak different language.

Since the linguistic principle underlies evidence-based classification of types and genres of translation. Language is a building material, the real nature of both original and translated text [3]. Therefore, this principle reflects the real linguistic characteristics and features of artistic, scientific and socio political translation, which in turn contain all the quality and features of the main types of translation. It must be emphasized that no classification cannot be considered scientific, if it does not take into account these real language features, it is not based on this principle [1, 232].

There are several theories of translation, some sense of what makes a translator that its activity promotes the transfer of messages, and what appears to be ineffective.

German linguist and teacher A.Noybert much fruitful work in the field of translation theory. A.Noyber credited pragmatist's nomination as one of the most important aspects of the theory of translation. In his paper "Pragmatic Aspects of Translation" (1968), he postulated that the appropriate translation should preserve the original pragmatics. The concept of pragmatics (using language attitudes to linguistic signs, - texts) A.Noyber interpreted very broadly. According to him, pragmatics studies all the reasons for choosing formatives speaker and their impact on the listener. Hence, the pragmatic relations communicants to the text defines as belonging to a certain communicant's national, social or professional group, and the use of different units in the text of expressive and functional styles. Thus, pragmatics includes style and contrasted with grammar and semantics, through which it is implements.

Another German linguist G.Eger defines the functional significance of the text as a combination of three types of its linguistic meanings: Current significative values, actual division within the linguistic and pragmatic values. All these types of values with a reasonable

degree of fairness could derived from the values in the text and placing the constituent units of the language. Outside there are various functional significance of association findings, reactions and so on. Arising out of the text, but not included in the content itself. For example, the phrase "This manuscript is suitable for teaching purposes" may imply a positive or negative evaluation, which should be included in the communicative significance, but not in the meaning of the text, which could observed as a function to use it linguistic resources. This estimate is beyond the current values and the sum of significative only by interpretation of this value in a particular situation.

Since semantic and situational information from various destinations rarely coincide, hence the meaning of the same phrase may vary at the destination. The meaning of the perceived utterance very indie, and the translator must be able to come as close as possible to the meaning, which has invested in its statement of the source speech [2, 145].

In addition, because the situation of communication translator must also understand, as he wants to be understood source formulating a statement. This is necessary to not merely "facelift" source code and fined the corresponding message is transmitted. The information, which intended for the recipient.

According to the information theory of translation is not always true and complete expression of one language means what is expressed by means of another language [6, 15], it aims to send a message or invariant information. In this sense, the translator - the profession of many faces, not always combined in one person. Not everyone can be a writer, and speaker and linguist, and an artist.

The known West German linguist Wolfram Villas done a great contribution to the establishment of the social significance of translation, the study of theoretical and applied aspects of the translation. His numerous articles and research reports and in the fundamental work "Translational Science: Problems and Methods". Addresses a wide range translation issues related to the role of translation in the modern world, the history of translation, place the science of translation in linguistics, methods of description translation process, translation typology of texts, the definition of translation equivalence, and many others.

W.Villas develops the principles of creating a typology of translation difficulties. He believes that the basis of such difficulties are four factors: 1) the characteristics of each of the languages involved in the translation process. 2) Features interpreter acting in a dual role: the

destination of the original text and translation of the author's text. 3) Features such as the original text in accordance with the triple classification of the text proposed by Rice. 4) Features of the specific text of the original. In addition, based on the information theory of translation, we can say that the translation process has not interlingua transformation, and search and transmission of information, the transition from one language to another carried out at the information level, although this does not preclude the lexical or semantic transformations in the work of the translator. Situation theory. We could not ignore and situational theory of translation. According to this theory, the best results achieved, when the interpreter, perceiving the original text itself. Clarifies that the situation or that describes speech situation that gave rise to the text, and then finds the units of speech that are used in a similar situation in the target language [2, 142-143].

Situational theory was the most detailed and reasoned description in the works V.G. Gak [4, 55]. The term "situation" is defined them as substantive relations as objects and relations between them, are described in the statement. In other words, we are not talking about the speech situation, in which the act of communication, and the situation of the subject, which is reflected in the works of speech and text.

Thus, situational theory starts from the meaning of the utterance as objective fact, identifying the meaning of the situation. In this theory, the interpreter acts as a highly qualified linguist, which theory and practice of two languages. Situation theory draws attention to the available locales in each language, offers a look, and compare them in similar situations, such as when they described, as well as in those situational clichés that for them there are the first sign of the authenticity of speech, free from the influence of the native language interpreter

In conclusion, in the framework of the above theories of translation can be explained almost all translation transformation. However, none of them is universal and does not have such explanatory power, which would described with a greater or lesser degree of certainty the general laws of translation as a kind of act of communication.

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Competency Approach
for the Preperation of Foreign Language Teacher in Education
as a New Educational Paradigm

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Abstract

The article presents an overview of the professional development of future teachers of foreign languages and deals with notions of competency approach in education as a new educational paradigm. A review of the recent scientific literature has shown that there are various approaches to the explanation of the core and content of the mentioned concept.

The article presents the analysis of existing definitions of competency approach and then puts forward some new definitions which are related to it in psycho-pedagogical aspects. The article considers the basic categories aimed to improve and optimize methodic ground of the foreign language teacher. Finally, in the article, it is clearly noticed that the definition of proficiency approach has been specified for the foreign language teacher and a new definition has been proposed.

Key words: competence approach, competency, future foreign language teacher, new educational paradigm, student, university.

На современном этапе развития методики преподавания иностранных языков, в связи с анализом профессионально-педагогической деятельности, всё большую актуальность приобретает компетентностный подход.

Анализ современных исследований позволил выявить различные взгляды на данную проблематику, при этом необходимо отметить что понятие «компетентностный подход» получило широкое распространение лишь в начале 21 века в связи с дискуссиями о проблемах и путях модернизации образования.

Целью данной статьи является анализ существующих подходов к исследованию понятия «профессиональная компетентность» учителя иностранного языка в отечественной и зарубежной педагогических науках.

Изложение основного материала. В процессе модернизации образования компетентностный подход рассматривается как парадигма, определяющая современные стандарты образования и предъявляющая требования, которым может вполне соответствовать не просто «хороший специалист», а «хороший сотрудник» [7].

С этой точки зрения предусматривается не только обладание профессиональными, но и личностными компетенциями.

Как отмечают К.Э.Безукладников, В.В.Николаенко, профессиональная компетентность – это психологическое новообразование, включающее в себя наряду с когнитивным и поведенческим аспектами «долговременную готовность к профессиональной деятельности как интегративное свойство личности» [1, с. 35; 8].

В современной психолого-педагогической литературе выделяют несколько подходов, рассматривающих феномен профессиональной компетентности с разных позиций: 1) *Функционально-деятельностный подход*. В рамках этого подхода компетентность описывается как единство теоретической и практической готовности к осуществлению педагогической деятельности, к выполнению профессиональных функций, при которой основные параметры задаются функциональной структурой педагогической деятельности. *2) Аксиологический подход*. Профессиональная компетентность рассматривается как образовательная ценность, предполагающая введение человека в общекультурный мир ценностей, в пространстве которого человек реализует себя как специалист и профессионал. *3) Универсальный подход,* согласно которому профессиональная компетентность связывается, с одной стороны, с базовой квалификацией специалиста, а с другой – позволяет человеку ориентироваться в широком круге вопросов, не ограниченных специализацией. Это обеспечивает социальную и профессиональную мобильность личности, открытость к изменениям и творческому поиску, способность к самовыражению, самосозиданию, самообразованию. 4) *Личностно-деятельностный подход*. В рамках этого подхода рассматривается труд и личность педагога как человека в профессии через специфику педагогической деятельности, которая предполагает взаимодействие с другими людьми и воздействие на них [13, с. 44].

Многие методисты, теоретики и практики, осмысливая и систематизируя требования, предъявляемые к современному учителю иностранного языка, предлагают разнообразные трактовки понятия «профессиональная компетентность» учителя.

В трактовке В.А.Сластенина, определение профессиональной компетентности выражает единство теоретической и практической готовности к осуществлению

педагогической деятельности, при этом качество решения педагогических задач определяется уровнем профессиональной компетентности педагога, его мастерства [11]. Учёными также подчёркивается, что содержание подготовки педагога той или иной специальности представлено в квалификационной характеристике – нормативной модели компетентности педагога, отображающей научно обоснованный состав профессиональных знаний, умений и навыков [10; 12].

В свою очередь, Д.А.Иванов пишет, что компетентностный подход – это попытка привести в соответствие массовую школу и потребности рынка труда, подход, акцентирующий внимание на результате образования, причем в качестве результата рассматривается не сумма усвоенной информации, а способность человека действовать в различных ситуациях [4].

А.Г.Бермус .подчеркивает, что компетентностный подход рассматривается как современный коррелят множества более традиционных подходов (культурологического, научно-образовательного, дидактоцентрического, функционально-коммуникативного и др.); компетентностный подход, применительно к практике образования, не образует собственную концепцию и логику, но предполагает опору или заимствование понятийного и методологического аппарата из уже сложившихся научных дисциплин (в том числе, лингвистики, юриспруденции, социологии и др.) [2].

Тогда как Е.Я.Коган считает, что это принципиально новый подход, который требует пересмотра отношения к позиции учителя, к обучению учащихся; этот подход должен привести к глобальным изменениям: от изменения сознания до изменения методической базы [5].

Однако, отметим, что в современной методике нет однозначного подхода к определению профессионально-педагогической компетентности учителя иностранного языка, несмотря на то, что все авторы в той или иной степени затрагивают методологический, педагогический, психологический и методический аспекты.

Учёные (В.И.Блинов, К.С.Махмурян, Е.Н.Соловова) рассматривают профессиональную компетентность учителя иностранного языка как синтез, неразрывное единство содержательного и структурного компонентов, реализуемых

через коммуникативную компетенцию в области родного и иностранного языков, филологическую компетенцию, психолого-педагогическую компетенцию, социальную компетенцию, методическую компетенцию, компенсаторную компетенцию, общекультурную компетенцию, педагогическое и языковое мышление, личностные качества [3].

А.В.Задорожная, О.Е.Ломакина под профессиональной компетентностью учителя иностранного языка понимают интегративное свойство личности, выражающееся в совокупности компетенций педагогической и предметной области знаний (коммуникативная, дидактическая, личностная) [14, с. 156].

Профессиональную компетентность будущего учителя иностранного языка Н.Б.Козлова, Л.В.Петько определяют как определённый уровень его профессионального становления, как профессионально-значимое, интегративное качество личности, основными составляющими которого являются знания, умения и навыки; коммуникативная направленность личности; педагогическая креативность, обеспечивающие в комплексе будущую эффективную образовательную деятельность учащихся и студентов [6; 9].

Поэтому анализ отечественной и зарубежной психолого-педагогической литературы позволяет констатировать, что количественный состав компетентности в рамках педагогической профессии четко не определен. Разными авторами разработаны различные модели, а также варианты компонентного состава профессиональной компетентности педагога.

К сущностным характеристикам компетентности исследователи Л.П.Алексеева, Л.Д.Давыдов, Н.В.Кузьмина, А.К.Маркова, Л.М.Митина, Л.А.Петровская, Л.В.Петько, Н.С.Шаблыгина и др. относят: 1) компетентность выражает значение традиционной триады «знания, умения, навыки» и служит связующим звеном между ее компонентами; компетентность в широком смысле может быть определена как углубленное знание предмета или освоенное умение; 2) компетентность предполагает постоянное обновление знаний, владение новой информацией для успешного решения профессиональных задач в данное время и в данных условиях; 3) компетентность включает в себя как содержательный (знание), так и процессуальный (умение) компоненты.

Выводы. Итак, анализ научной литературы позволил нам выявить, что в настоящее время существуют различные подходы к раскрытию сущности и содержания рассматриваемого понятия. В рамках нашего исследования, компетентностный подход – это совокупность общих принципов определения целей образования, отбора содержания образования, организации образовательного процесса и оценки образовательных результатов», а «профессиональную компетентность современного учителя иностранного языка» мы определяем как интегративную характеристику личности, выражающееся в совокупности следующих признаков: *когнитивный* (профессиональные знания: иностранного языка, методики обучения, психолого-педагогические знания); *деятельностный* (профессиональные умения и навыки: умение логически строить общение на иностранном языке, умение преподавать, умение педагогического общения, умение самообразовательной деятельности); *личностный* компонент (профессионально-значимые личностные качества).

Нам представляется, что *компетентностный подход* может стать основой новой парадигмы образования только при условии сбалансированного владения определенными профессиональными знаниями и умениями в целях осуществления практической деятельности и направленности учебного процесса на решение проблемных задач на основе сотрудничества и взаимодействия. При таком подходе содержание понятия профессиональной компетентности принимает более конкретные и логичные очертания, позволяющие разрабатывать дидактико-методические модели, отвечающие современным потребностям образования.

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Translation of the Title and Abstract to Author's Language

Эрсёзоглу Р. Компетентностный подход к подготовке современного учителя иностранного языка как новая образовательная парадигма

Автор рассматривает различные подходы учёных в рассмотрении компетентностного подхода в процессе подготовки современного учителя иностранного языка в условиях университета. В психолого-педагогическом ракурсе анализируется понимание разными научными школами трактовки компетентностного подхода в процессе подготовки будущего учителя иностранного языка.

Ключевые слова: компетентностный подход, компетентность, новая парадигма образования, учитель иностранного языка, студент, университет.

Aspects of Professional Training of Students

in Pedagogical and Professional Practice

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Abstract

The summary: In article the model of practical preparation of students to the pedagogical and professionally focused practice is presented. Additional practical preparation of students, is the important factor in formation to forthcoming professional work. In article the model of continuous student teaching taking into account region conditions is given. Features formation of professional readiness in system of sports formation are considered. A model of the content of continuous teaching practice. It is given in the tables. Considered climate-geographical, ethnic and socio-economic characteristics of regions of the Republic of Uzbekistan (Andijan), which requires a slightly different approach to the practice of training specialists in the sphere of physical culture and sports. On the formation of professional readiness of the system of sports education, which is only possible if the account trends in the development of pedagogical education.

Keywords: pedagogical practice, a physical training lesson, study-training employment, vocational training.

В системе профессиональной подготовки педагогических кадров важная роль принадлежит педагогической практике. Она является органической частью учебно-воспитательного процесса, обеспечивая соединение теоретической подготовки будущих учителей с их практической деятельностью в образовательных учреждениях.

В основных направлениях высшего и среднего специального образования поставлена задача по-новому решать вопросы организации производственной практики, повысить ее роль в овладении студентами навыками профессионального мастерства, основами организаторской и воспитательной работы.

Педагогическая практика в школе обеспечивает общепедагогический аспект профессиональной подготовки специалиста в области физической культуры и спорта. Школьная практика является фундаментальной основой для формирования профессиональных умений и навыков, приобретения опыта практической работы, решения обязательной преемственности при выполнении задач физического воспитания подрастающего поколения.

Еще до начала школьной практика на занятиях по теоретическим основам физического воспитания, базовым дисциплинам и специализации студенты должны овладеть основными знаниями по возрастным и психолого-педагогическим основам физического воспитания, сформировать профессиональные умения, которые в сумме достаточны для начала практической работы со школьниками и которые в процессе прохождения педагогической практики следует и возможно усовершенствовать.

С целью повышения эффективности профессиональной подготовки студентов физической культуры и на основе анализа большого объёма научно-педагогической литературы и накопленного опыта с учетом условий региона предлагаем модель содержания непрерывной педагогической практики (см. таблицу)

Курс	Куратор	Виды практической работы студентов
1	Руководитель группы	-ознакомление, повешение уроков, секционных занятие, самоподготовка классных часов; - помощь воспитателю внеклассных мероприятий, помощь преподавателю в организации спортивно-массовых и оздоровительных мероприятий в школе, помощь, организации досуга учащихся
2	Руководитель группы	- Индивидуальная работа с учащимися; - проведение и психолого-педагогических обследований (социоматрица); - организация досуга учащихся средствами физической культуры; - походы, экскурсии, вечера, диспуты на материале ФКиС; - проведение внеклассных мероприятий, спортивных соревнований, классных часов; - самоподготовка; - проведение физкультурно-образовательной работы по профилактике возможных правонарушений; - судейство школьных спортивных соревнований; - проведение открытых спортивно-массовых мероприятий с приглашением физкультурного актива улуса и ветеранов спорта; - отчет работы (буклет / портфолио)
3	Кафедра ФКМЕП[1] учебное практика	- 1-я неделя, наблюдение за проведением уроков физической культуры ; - 2-я неделя, проведение отдельных фрагментов урока и пробных уроков физической культуры (фрагмент урока

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[1] Кафедра «Физическая культуры и ее преподавания»

		проводится на группе студентов);
		- 3-я неделя, посещение уроков опытных учителей;
		- 4-я неделя, самостоятельное проведение занятий с учащимися школы
4	Кафедра ФКМЕП, профессиональная практика	- 1месяц направлена на ознакомление с документацией тренерской практики, а также посещением занятий ведущих тренеров по видам спорта (спортивные школы, ДЮСШ);
		- 2месяц направлена на проведение занятий в качестве помощника тренера (проведение подготовительной / основной/ заключительной части занятия);
		- 3месяц направлена на проведение самостоятельных занятий со студентами. Направлена на зачетные занятия, проводимые студентами. Во время практике проводятся консультации по методике пульсометрии, хронометража УТЗ и т.д.
		СРС. Студенты самостоятельно проводят анализ УТЗ, пульсометрию и хронометраж

Содержание данной модели непрерывной педагогической практика определяет последовательное решение задач по формированию практических навыков педагогической деятельности. Начало педагогической практики на 1-м курсе позволяет студентам окунуться в сущность профессии в самом начале пути овладения профессией педагога и даже понять правильность выбранного направления, оценить свои реальные возможности.

Климата-географические, этнические и социально-экономические особенности развития районов Республики Узбекистана (Андижан) требуют несколько иных подходов к практике подготовки специалистов в сфере физической культуры и спорта, в большей степени определяющих решение задач государственной политики по оздоровлению населения и формирования тотальной идеологии здорового образа жизни.

Для дальнейшего успешного развития физической культуры и спорта в стране эту сферу деятельности необходимо прежде всегда обеспечить высококвалифицированными специалистами во всех ее регионах. И не случайно одним из разделов концепции развития физической культуры является совершенствование подготовки физкультурных кадров. Это означает, что в настоящее требуется осуществлять планомерную работу по совершенствованию высшего и среднего специального физкультурного образования. При этом основной задачей должно является

повышение уровня специальных, профессионально-педагогических знаний, умений и навыков студентов, глубина и всесторонность которых является важнейшей предпосылкой успешной их практической деятельности в будущем. [2]

Формирование профессиональной готовности в системе физкультурного образования возможно только при учете тенденций развития педагогического образования, к которым относятся: много уровневость и многоступенчатость непрерывного педагогического образования, гибкость, открытость и вариативность образования, сочетание поликультурного характера и этнорегиональной направленности образования. [1]

Многие авторы делают вывод о том, что в условиях вузовского образования необходимо вооружить студентов основами педагогического мастерства, педагогической культуры или педагогических компетенций при помощи специально выстроенной системы обучения, в которой важнейшая роль отводится производственной (педагогической) практике. Для совершенствования профессиональной готовности студентов на сегодняшний день имеются различные модели организации и профессиональной подготовки студентов в вузах. Практически всеми специалистами указывается, что для профессионального становления нужно создавать и внедрять такие модели, которые имеют поэтапное вхождение в профессиональную деятельность и гарантируют последовательное формирование профессиональной готовности к предстоящей деятельности.

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The Aspects of Activities of the Sport Psychologist

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Abstract

Given article presents the various aspects of activity of the sport psychologist. It also describes a role of the sport psychologist in the sphere of sport. Article highlights the influence of the sport psychologist the command relations. Article describes the influence of the psychologist of sport on sportsman, and also presents the considerations about a role of the trainer. Features of a climate of command sports are considered. Function of the sport psychologist in activity of sports collective is described too. Article also tells about the help of the sport psychologist to the sportsmen in difficultly endured defeats, in humility with loss, in situations when the trainer is angry because of the loss. That the psychologist of sports can adjust, motivate the sportsman on this or that aim.

Keywords: sport, athlete, coach, team, sports psychology, mental climate.

Всем известно, что всемерное повышение современных спортивных достижений невозможно без изучения психики спортсмена. Высоких результатов и достижений в спорте не может быть без устойчивой моральной базы, душевного спокойствия и уверенности в завтрашнем дне, которые дают спортсмену железную волю и непреодолимое желание стать победителем. Поэтому очень важно поддерживать его психологическое состояние в норме, помогая ему не потерять себя в жестком мире спорта. Для этого иногда бывает недостаточно поддержки родных и близких, нередко нужна квалифицированная профессиональная помощь психолога.

Возникает вопрос, чем же психолог спорта может помочь спортсмену или спортивной команде? Как правило, неоспоримым лидером и авторитетом для спортсмена или команды является тренер, поэтому ему часто приходится играть роль психолога для своих подопечных. Он создает психологический климат в команде, поддерживает ее, мотивирует к новым достижениям, психологически готовит ее к соревнованиям и выступлениям. Но если рядом с тренером находится человек с психологическим образованием, то вместе они могут предотвращать серьезные конфликты между членами команды, а также помогать им сразу с двух сторон – профессиональной и моральной. Психолог спорта поможет построить командные отношения, повысить эффективность работы команды и заметить назревающие ссоры на том этапе, на котором тренер о них

даже не подозревает. Это не говорит о профессиональной некомпетентности тренера – его работа ведь ориентирована на спортивную работу членов команды, на их профессиональные функции. А все остальные переживания остаются «за кадром». Для этого и нужен психолог спорта – он предотвратит профессиональное выгорание спортсменов и поможет отделить личные проблемы от работы.

Часто в начале карьеры спортсмену трудно самому пережить поражение, смириться с проигрышем, тем более, когда тренер зол на него за неудачу. Это очень важный этап, на котором формируется дальнейшее отношение к проигрышу как к неотъемлемой части карьеры, как к спаду, стимулирующему к упорной работе и новым подъемам. С психологом спорта даже проигрыш команда может пережить продуктивно.

На среднем этапе спортивной карьеры главной задачей является постоянное улучшение собственных результатов. Повышению индивидуальной эффективности могут поспособствовать занятия с психологом. Несмотря ни на что, главным фактором в спорте является настрой спортсмена и его психологическое состояние. Благодаря своему профессионализму психолог спорта может настроить спортсмена на результативное выступление, поможет разрешить личные проблемы или забыть о них на время игры. Он поможет спортсмену перебороть страхи и неуверенность в себе.

Иногда у членов команды может возникнуть кризис, причем часто у нескольких сразу. Здесь тоже на помощь приходит психолог. Кризис, если его запустить, может довести спортсмена до неуправляемого состояния, поэтому необходима скорая психологическая помощь. В другом случае может понадобиться вмешательство психотерапевта. Ведь, как известно, работа спортсмена, сама по себе, сопряжена с тяжелейшими эмоциональными нагрузками, а личные кризисы только ухудшают состояние спортсмена.

А вот в конце карьеры может возникнуть другая проблема: далеко не все, уходя из большого спорта, могут связать с ним свою дальнейшую жизнь. В такой ситуации психолог спорта поможет бывшему спортсмену обрести уверенность в себе и убедить в том, что удачливый человек удачлив во всем и сможет добиться успеха в любой другой области.

Про работу психолога спорта с командами можно добавить, что он помогает адаптироваться новым членам команды, избавляет от стресса методом организации

продуктивного отдыха, помогает преодолеть спортсмену психологические последствия травмы, разрабатывает для спортсмена мотивационный план.

Но и психологи спорта встречаются с проблемами в спорте. Нередко тренеры пытаются конкурировать с ними, из-за того, что боятся потерять авторитет в глазах своих подопечных. Также многие тренеры считают, что психологи спорта только вредят спортсменам, ухудшают их показатели тем, что разбирают их проблемы и «копаются в душе». Тем не менее, многие психологи спорта предпочитают работать именно со спортсменами, имея немало методик и подходов к решению их проблем. На деле оказывается, что реализовать скрытый потенциал профессионального спортсмена проще, чем раскрывать этот потенциал у другого человека, который не может направить свою агрессию в русло спортивных достижений.

Однако мало кто из психологов спорта соглашается работать с молодыми, начинающими спортсменами, так как их нужно прощупывать, проводить долгие беседы, помогающие им раскрыться. А со зрелыми спортсменами работать гораздо проще – они зачастую уже сами знают свои проблемы и способы их решения, а специалисту остается только их выслушать, ведь психологическая база у спортсмена уже есть, спортсмен-то взрослый и состоявшийся. На самом деле это обидно, потому что отсутствие квалифицированной и своевременной помощи зачастую губит перспективных новичков, и они уходят из спорта, так ничего не добившись, не забив свой чемпионский гол, не поставив новый рекорд.

Что еще может сделать психолог спорта для спортивной команды? Мы полагаем, что в современной спортивной команде следует использовать методы современной психологии, направленные на сохранения команды как единого целого. Дело в том, что после серьезных выступлений, принесших команде победу, начинается естественный процесс - самых лучших игроков команды переманивают другие клубы, часто перекупают и тренера, который привел команду к успеху. Так вот, психолог спорта может поставить работу так, чтобы вероятность удержания команды в целостном состоянии стала выше, несмотря на то, что контракты, предлагаемые в других клубах - выгоднее по сумме. Невероятно, скажете вы... Но факт: в компаниях давно применяют, насколько это возможно, методы создания сплоченной группы, которые делают обстановку для ее членов комфортной, человечной и выгодной. Поэтому клуб,

претендующий на лидерство, вполне может попробовать применить эти психологические технологии. И удержать команду на высоте не один сезон, а более длительное время.

Исходя, из вышесказанного можно сделать следующие выводы:

- ✓ современный спорт нельзя приставить без серьёзного изучения психики спортсмена и психического климата команды;
- ✓ психолог спорта не только изучает психику спортсмена, но наряду с этим направляет и мотивирует его в ту или иную цель;
- ✓ психолог спорта также помогает в таких случаях, в каких тренер не способен справляется;
- ✓ психолог спорта может в прямую содействовать в мотивировании спортсмена

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