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PROFILE SCHOOLS IN THE PROCESS OF FOREIGN LANGUAGE TEACHER'S PROFESSIONAL TRAINING: PRACTICAL ASPECT

Defining of the problem and the analysis of the last researches and publications. The new Law «On Education», which came into force in September 2018, also defined the model of the highest stage of school, which should become three-year and profile (specialized). Profile education, which is not a completely new phenomenon for the Ukrainian educational system, unfortunately, has not become comprehensive for

the highest grade of school that operates today. That is why the organization of the effective highest grade of school profile is one of the challenges that already stands and in a few years will become even more acute for Ukrainian society in general and the Ukrainian educational community in particular. That is why we should prepare in advance for future changes, so that the risks are as small as possible and mistakes as rare.

A serious challenge to the organization of the functioning of the highest school grade is the presence of a contingent of students. It is the number of students in high school grade that will determine that it will not be possible to organize the functioning of lyceums as independent legal units in all administrative-territorial units. The issue of the level of management (regional and / or local) of high school networks still remains on the agenda [5, p.10–30].

The process of learning a foreign language in the senior profile school is carried out at the general and in-depth profile levels in accordance with the defined curriculum and special curricula. The general education level presupposes that students master a foreign language experience, which ensures the formation of their foreign language communicative competence at the level of an independent user.

The purpose of education in a profile school is to form students' foreign language communicative competence within the areas and topics outlined in the curriculum for each profile. *Profile training* takes place in accordance with the goals and content of the elective courses chosen by students and provides in-depth and professionally oriented language acquisition. Learning a foreign language in a profile school is not considered as an autonomous process, but takes place in accordance with the learning and foreign language experience gained by students in primary and general school, taking into account the age and communication needs of high school students [2].

Regarding the role of foreign languages in the non-philological profile, it should be noted that a foreign language (FL) can be integrated into any non-philological profile, if the school deems it possible and appropriate. In non-philological profiles, FL is not only a goal, but also a means of studying another non-linguistic subject area (for example, economics, history, computer science), and a tool that should be well mastered. In-depth study of FL within the non-philological profile is manifested in greater attention to language forms, language patterns, as well as socio-cultural features of the language being studied, and is provided with more hours than in the basic course. It should be emphasized that the profile study of FL in senior classes of non-philological profile is currently the most popular [3, p. 20–60].

There are some **solution options**:

1. **Ministry of Education and Science (MES) model** – partial opportunities for professional and creative self-expression, introduction of mandatory and integrated courses. Method of network formation: academic profile – formation of a network of III degree institutions with a capacity of 300 pupils.

2. **Model of individual trajectories** – the ability to maximize the learning trajectory of the student through the individual choice of subjects

and levels of their development. Pupils study in secondary schools with a capacity of 300 people – together until the end of training on individual educational trajectories. The formation of an individual educational trajectory depends on personal capabilities and desires [4].

According to a number of scholars, including N. Bibik, V. Bondarev, P. Lerner, S. Chistyakova and others, *profile education* is a special kind of differentiation and individualization of education, a form of organization of educational activities of senior school pupils, which takes into account their interests, inclinations and abilities, conditions are created for the maximum development of students in accordance with their cognitive and professional intentions due to the special structure, content and organization of the educational process.

The problem of school profiling has recently been actively discussed by both teachers and psychologists. In the process of covering the general theoretical issues of differentiation of education, the following domestic didactics were considered: N. Bibik (choice of profile), M. Burda, V. Kyzenko, S. Logachevska, L. Pokroeva, A. Samodrin; I. Artyukhov, E. Moroz, O. Petunin, L. Serebrennikov, and others analyzed the content of pre-profile training in their works. Among Russian researchers, the following names should be mentioned: J. Wolford, P. Lerner, V. Monakhov, V. Orlov, A. Pinsky, A. Khutorsky; among the English: Gordon, D. Dean, R. Aldrich; American researchers: L. Kremin, M. Curtis, T. O'Brien and others. Problems and prospects for the development of profile education in Ukraine and Russia have been studied by V. Bolotov, M. Vidnichuk, G. Memega, T. Remekh, I. Shcherbo, and others. Psychological features of profile training have been considered in researches of V. Alfimov, L. Bozhovich, V. Davydov, S. Maksimenko, S. Rubinstein, E. Yamburg.

The works of O. Akhmanova, R. Idzelis, A. Komarova, I. Magidova, T. Hutchinson (the problem of learning a foreign language for a special purpose); I. Bim, A. Kolesnikova, T. Lazarenko, L. Malivanova, O. Polyakova (organization of profile-oriented foreign language teaching); E. Polat, I. Popova, E. Tereshchenkova (organization of education in classes of humanities, language profiles) are very important for our study.

In our opinion, **the profile school of foreign languages is:**

– the process of profiling in-depth study of foreign languages within the senior school of one institution, which in turn is a conceptual part of a comprehensive system of training a professional teacher of foreign languages;

– the process of individualization and differentiation of the individual trajectory of development of the future teacher of foreign languages by optimizing the number of subjects

(special courses, elective courses, optional, individual and group classes);

– the process of purposeful preparation of pupils for further educational or professional activities related to the use of a foreign language as an object of future activity or as a means of professional communication (development of communicative culture and multicultural competence of students, which allows them to show the result of B2 when entering the Institutions of High Education (IHE).

The purpose of writing the article is:

– to determine the conceptual role and qualitative impact of profile school in the system of foreign teacher's professional training;

– to analyze the essence of the concept of «profile school of foreign languages»;

– to investigate theoretical and practical conceptual foundations of the studied theme in the conditions of high stage of such a profile school.

The main material of the study. The concept of profile education has a recommended list of elective courses for the philological profile of the humanities. For more effective implementation of the educational process in foreign languages in the profile school, it is advisable to use in full «additional hours allocated for in-depth study of subjects, special courses, elective courses, optional, individual and group classes», implementing them in the following special courses: «Literature», «Country studying», «Business English», «Fundamentals of Technical Translation». The program of profile studying of foreign languages also provides additional elective courses: tourism, sociolinguistics, linguistics, culture and art.

Profile teaching of a foreign language involves in-depth and professionally-oriented study of the subject. It should create favorable conditions for pupils to take into account their individual characteristics, interests, abilities, inclinations, motives and needs to form a clear focus on a certain type of future professional activity related to a foreign language. Five weekly hours devoted to a foreign language in schools (classes) with in-depth study, allows a deeper and broader mastery of language material (linguistic competence), types of speech activity (speech competence), information about various features of the country whose language is studied (socio-cultural competence). This is done not only by increasing the amount of relevant educational material, but also as a result of extensive use of active teaching methods, organization of research and project activities of students, involvement in the educational process of new technologies, including electronic teaching aids. The level of education of school graduates (classes) with in-depth study of a foreign language should reach indicator B2 [6, pp. 44–49].

Our vision of the **forms of organization and development of a profile school in a foreign language is as follows:**

1. **Profile school** – a space for creative and personal development of the modern generation, equal and open to all, aimed at quality educational progress of everyone; legally and organizationally separate institution of general secondary education, which combines academic and professional training of students in foreign languages.

2. **Pre-profile training** is a component of specialized training in foreign languages, which is carried out in primary school (8 – 9 grades) and is designed to fully ensure the realization of interests, inclinations and abilities of students through appropriate changes in tasks, content and organization of the learning process. It is implemented by assisting the student in the rational choice of future educational profile (foreign language teacher), creating favorable conditions for his self-determination and self-realization, further profile education through differentiation and individualization of education in primary school. The main technologies are: *profile diagnostics* (implemented by means of observation, questionnaires and aims to predict the future profile of the student "Foreign language" and the creation of micro groups of interest); *profile orientation* (aimed at acquainting students of 8th – 9th grades with the educational profile «Foreign language», is carried out on the basis of diagnostic data (abilities, capabilities) and guarantees the choice of relevant students of this profile; *information work* (Internet, communication with IHE (faculties of foreign languages), *psychological support of training in the process of pre-professional and profile training* (psychological diagnostics during the recruitment and selection of students in profile classes «Foreign languages» [1].

3. Education of pupils is provided by specially created programs of *profile* (in-depth) study of foreign languages by a new formation of teachers of profile education, who were trained in IHE according to special programs of individualization and differentiation. **New requirements for foreign language teachers** in the transition to profile training dictate the need for further modernization of pedagogical education and training of existing teachers; the trajectories of the structure and content of training specialists in foreign languages for the profile school on the basis of modern approaches to the organization of pedagogical education [7, p. 143 – 145]:

Trajectory 1. To ensure the required level of professional training of foreign language teachers in the transition to a profile school, all FL teachers who have expressed a desire to work in a profile school are required to undergo advanced training at regional institutes of postgraduate pedagogical education and obtain a certificate.

Trajectory 2. To organize professional training of specialists in foreign languages on the basis of IHE of pedagogical direction in order to provide the profile schools with highly qualified personnel; to introduce the necessary specializations and master's programs taking into account the needs of the profile school within the framework of training in specialties and areas of pedagogical education. In order to ensure the required level of professional training of teachers working in classes with specialized training, it is also necessary to involve them in the work of permanent methodological associations, groups [7, p. 145 – 147].

4. **SMART-studying** in the profile school is provided through the individual trajectory of the student's learning: optimization of the number of subjects to study (basic and academic levels; optional courses; elective courses; special courses); minimization of time for homework; maximizing time for effective teamwork in the classroom and individual training accompanied by tutors; maximum use of information-communication technologies (creation of platforms, electronic textbooks, manuals, new methods and techniques, use of multimedia tools in foreign language teaching and training of future highly qualified specialists in the field of foreign languages).

We now understand that there is an urgent need to create a new **innovative assessment system**: not only the static slice of knowledge is assessed, but also the *dynamics of learning progress* (which is individual for everyone) and the *acquired skills*; *Independent External Evaluation (IEE)* – the transition from quantitative to qualitative indicators, which allows us to state not the extent of the pupil's ability to reproduce a certain amount of information during school, but his ability to think critically, summarize and do on the basis of the studied subject (basic or higher) conclusions; *language portfolio* (portfolio complements traditional control and evaluation tools, maintains high learning motivation, allows to form certain cognitive and personal qualities (competencies) of pupils, to develop skills of their reflective activity, to promote the development of innovative personality of students); *self-assessment* (assessment of the student himself, his abilities, qualities and place among other students. It is the level of self-esteem largely determines the criticality, self-demand, attitude to successes and failures, relationships with others).

Conclusions and prospects for further researches. The problem of profile schools in the field of «Foreign Language» has not yet been the subject of thorough research, and only now begins the process of qualitative formation of new curricula, training of qualified personnel, creation and publication of manuals, guidelines. The profile school in the field of «Foreign Language» is a

qualitatively new level of selection, education and training of future foreign language teachers, who will return to the same schools after graduation from IHE, but already as teachers.

Therefore, the implementation of profile schools will maximize the continuous studying of both pupils of the senior stage of secondary level of education and new (or trained in a new way) teachers and achieve high performance. We understand that our observation is only part of the research program we have created for this issue. Further studies we see in the analysis of the practical-methodical system of SMART-studying of future teacher of foreign languages.

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**ФАКТОРИ РИЗИКУ РОЗВИТКУ ПОРУШЕНЬ МАСИ ТІЛА У СТУДЕНТІВ
ЗАКЛАДІВ ВИЩОЇ ОСВІТИ**

Постановка та обґрунтування актуальності проблеми. Медико-соціальне значення проблеми ожиріння визначається не тільки його поширеністю, а й тяжкістю ускладнень. Порухення маси тіла характерне для осіб різної статі і віку, незалежно від соціальної і професійної належності [2]. Численні дослідження доводять, що проблема надмірної маси тіла та ожиріння наразі є однією з найбільш актуальних для сучасної системи громадського здоров'я та охорони здоров'я.

Особи з надмірною масою тіла і ожирінням в 2 і більше разів частіше потребують медичної допомоги, ніж люди з нормальною вагою тіла [17]. Крім того, ожиріння пов'язане з рядом хронічних захворювань: серцево-судинних, ендокринних, опорно-рухових та ін.

Таким чином, цілий ряд метаболічних і гемодинамічних порушень, а також патологія багатьох органів і систем часто пов'язані з ожирінням. Наразі немає чіткої позиції, чи є ці стани його ускладненням, чи вони представляють супутні захворювання, виникнення і розвиток яких інтенсифікується наявністю ожиріння.

Значну тривогу фахівців у галузі медицини, фізичної терапії, громадського здоров'я викликає те, що сьогодні

спостерігається стрімке збільшення кількості дітей та підлітків, осіб, які мають порушення маси тіла. Дитяче ожиріння та ожиріння у молоді тягне за собою як короткострокові, так і довгострокові несприятливі наслідки для фізичного і психосоціального здоров'я. Тож актуальність даної проблеми визначається її соціальною значимістю, а саме загрозою інвалідації пацієнтів молодого віку і зниженням загальної тривалості життя у зв'язку з частим розвитком важких супутніх захворювань (цукровий діабет, артеріальна гіпертензія, атеросклероз та ін.).

Значущість проблеми ожиріння детермінується не тільки розвитком захворювань органів і систем організму, а й появою низької самооцінки, депресії, емоційної нестійкості та інших психологічних проблем у людей молодого віку.

Актуальність проблеми видається нам ще значнішою у зв'язку з тим фактом, що за останні три десятиліття поширеність надлишкової маси тіла і ожиріння в світі зросла майже на 30–50% серед дорослих і дітей відповідно, а отже, вище зазначені функціональні порушення набувають ознак глобальності. Оскільки на сучасному етапі в популяції збільшується поширеність ожиріння і надлишкової маси тіла, першочерговим завданням збереження громадського здоров'я є