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ВДОСКОНАЛЕННЯ СВІТОГЛЯДНИХ УМІНЬ СТУДЕНТІВ У ПРОЦЕСІ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ

Стаття актуалізує закономірність світоглядного вдосконалення студентів як майбутніх фахівців у процесі навчання іноземної мови в університеті, вироблення такого світосприйняття, яке формує систему уявлень про світ та всі речі в світі, суспільство та своє місце в цьому суспільстві.

У статті проаналізовано психолого-педагогічні умови вдосконалення світоглядних умінь студентів у процесі ініціативної підготовки, що становить мету даного дослідження, обґрунтовано необхідність розвитку міжкультурної та соціальної компетентностей особистості, які оптимізують її життєдіяльність та професійну комунікацію, визначено дидактично доцільні технології, підходи до навчання іноземної мови, що сприяють становленню методологічної культури як інструменту пізнання об'єктивної дійсності.

Зроблено низку узагальнень щодо організації комунікативно-когнітивної діяльності студентів під час навчання іноземної мови з метою прискорення їхнього особистісно-професійного становлення, зокрема за рахунок поглиблення когнітивних навичок, а також усвідомлення пріоритетів загальнолюдської культури та значення міжкультурного діалогу як чинника стабільності та духовної безпеки в сучасному світі.

Інтегральним елементом світоглядного вдосконалення студентів у процесі оволодіння іноземною мовою є розвиток позитивного мислення молодшої людини, яке акцентує на таких соціально значущих особистісних якостях, як соціокультурна стійкість, ініціативність та креативність, уміння ефективно використовувати здобуті знання іноземної мови для успішної соціальної взаємодії на національному та міжнародному рівнях.

Подальші дослідження даної тематики могли б зосереджуватись на визначенні організаційних форм, методів самостійної роботи студентів як аспекту особистісної реалізації у процесі навчання іноземної мови.

Ключові слова: когнітивно-комунікативна діяльність, ініціативна підготовка, методологічна культура, світоглядні вміння, соціальна компетентність.

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ENHANCEMENT OF STUDENTS' WORLDVIEW SKILLS IN THE PROCESS OF FOREIGN LANGUAGE TRAINING

The article actualizes the regularity of the outlook improvement of students as future specialists in the process of foreign language training at university, and developing such a worldview that forms a system of ideas about the world and all things in the world, society and one's place in this society.

The article analyzes the psychological and pedagogical conditions for the enhancement of students' worldview skills when teaching a foreign language, which is the purpose of this research, substantiates the need for the development of intercultural and social competences of an individual, which determine his life activities and professional interaction, and points out didactically appropriate technologies, and approaches to foreign language training that contribute to the formation of methodological culture as a tool of cognition of objective reality.

A number of generalizations have been made regarding the organization of communicative and cognitive activities of students during foreign language instruction in order to accelerate their personal and professional growth, in particular through the deepening of cognitive skills, awareness of the priorities of universal culture, and the importance of intercultural dialogue as a factor of stability and spiritual security in the modern world.

An integral element of improving the worldview of students in the process of their mastering a foreign language is the development of positive thinking, which emphasizes such socially significant personal qualities as socio-cultural stability, initiative and creativity, the ability to effectively use the acquired knowledge of a foreign language for successful social interaction at the national and international levels.

Further research of these issues could focus on defining organizational forms and methods of students' independent work as an aspect of their personal realization in the process of foreign language training.

Key words: *cognitive and communicative activity, foreign language training, methodological culture, outlook skills, social competence.*

Formulation and justification of the relevance of the problem. In modern society, which is becoming more and more globalized and digitalized, education is associated not only with awareness in particular fields and areas, but above all else, with the appropriate quality of knowledge, whose authenticity is confirmed by practice, and whose effectiveness is achieved through the formation of relevant beliefs and attitudes based on the appropriate knowledge.

It is universally acknowledged, that foreign language instruction provides the necessary prerequisites to ensure students' cognition and develop the required competencies, which means harmonization of the worldview positions of young people, especially their world perception and world awareness, i.e. understanding the connections and coherence between various fields of knowledge and experience, personality and society, since the worldview represents a system of ideas about the world and all things in the world, society and your role in this society.

Under the conditions of general distribution of information technologies, as well as technologies of knowledge production, one of the attributes of image in modern society is mastery of foreign languages, which enables effective communication in a multicultural social and informational environment, contributing to the development of such socially significant personal qualities as sociability, tolerance, responsibility, proactiveness, and self confidence.

Moreover, enhancement of the worldview skills of an individual turns out to be the key aspect of methodological culture, which ensures the capacity and willingness for deeply meaningful activity as an expert in a certain field of knowledge. Methodological culture in a broad sense is the possession of the theory of all human activities, and the ability to operate with general methods, techniques, methods, approaches to knowledge and transformation of reality. Figuratively speaking, the methodology is an instrumental organism of human efforts, which is created with an only purpose – to enable objective knowledge and transformation of reality, and to form the worldview that ensures the harmonious life of an individual in certain conditions. Methodological knowledge refers to how, under what conditions, in what forms this knowledge is acquired.

Analysis of recent researches and publications. The topic under study was the subject of research by many representatives of domestic and foreign scientific thought. In particular, Ukrainian scientists focus on such theoretical issues as the relationship between the biological and social in an individual, and its consideration in the educational process (S. Bon-

darenko, Yu. Malyovanyy, I. Bekh, I. Zyazyun, etc.); humanization and humanitarization of the process of socialization (S. Honcharenko, A. Boyko, I. Martyniuk, Yu. Malyovaniy, V. Begei, H. Vashchenko, V. Galuzynskyi); methods of personality socialization in the process of studying humanitarian subjects (I. Shoribura, V. Lebid, I. Yashchuk); development of value orientations of the youth (I. Bekh, V. Butenko, V. Dryapika, I. Zyazyun, O. Moroz, V. Radul, O. Sukhomlynska, H. Shevchenko, etc.).

Interesting ideas regarding the development of social intelligence and social competence of an individual as an integral part of a harmonious worldview can be found in scientific works by such foreign scholars as D. Veksler, G. Gadvilien, M. Horenburg, Y. Kenning, J. Raven, G. Roth, and others.

The methodology of competence development, in particular a competence approach to teaching foreign languages is deeply interpreted by O. Bigich, Wolfovska, B. Gershunsky, E. Zeier, O. Pometun, V. Safonova, O. Sibil etc.

The purpose of this study is to highlight the psychological and pedagogical conditions that determine the improvement of the worldview skills of students – future specialists in the process of foreign language training, and ensure the formation of the appropriate methodological culture as the basis of a harmonious worldview of an individual in the information society. The issues raised are relevant in view of the highly important role of the personality under conditions of deepening challenges of modern society, whose security and viability is primarily provided due to its professional and humanistic potential.

Research methodology. The methodological basis for consideration of these issues is the findings of psychological and pedagogical science about the patterns of personality formation in the process of its cognitive activity, about the essence of cognition as a reflective and transformative activity of an individual, about the role of language in cognition and mastering social and cultural experience, and about the creative nature of language as the main instrument of cognition and enhancement of the individual's worldview.

The main presentation of the material. The application of methodological knowledge in teaching foreign languages to students is an indispensable condition for their inclusion in the language environment, and development of language user abilities and skills in the general cultural context. According to the American scientist J. Bruner, the basis of the most important types of thinking activity –

language, mathematics and other ways of structuring human knowledge are mental abilities that a person is endowed with from birth. However, thinking skills, although dependent on natural endowments, are not innate. They are born, as if outside the human body, passed on from older or past generations, representatives of a particular culture [1]. It is clear that this process of transmission of cultural values and knowledge takes place due to language, which is inseparable from thinking, and therefore from human consciousness. Moreover, «language is not so much a means of transmitting social experience,—argues the American linguist Edward Sapir,—as a way of defining this experience for all who speak that language. It resembles a mathematical system that reflects experience in the true sense of the word only in its most elementary beginnings, but over time turns into a system of concepts that allows to predict all possible elements of experience in accordance with certain accepted formal rules» [2].

Since each language interprets the familiar world in its own way, transmitting the cultural features of the people – the native speakers, mastering a new language, in terms of linguistics, is associated with the acquisition of a new perspective in the previous worldview, which consequently extends intelligence and cognitive capabilities of the individual, facilitates cultural enrichment, and in this way contributes to the enhancement of worldview positions.

At the same time, through the comparison of cultures – of your people and the native speakers, as well as awareness of the cultural peculiarities of both nations, their traditions and customs, differences in communicative behavior and etiquette – students come to understand the priorities of universal culture and the importance of intercultural dialogue as a factor of stability and spiritual security in the modern world.

The point is that it is highly important that the intercultural competence of students who do a foreign language course be developed, as this competence along with such professional competences as professional-communicative, cognitive, social, discursive, informational, etc ensures the formation of the general professional competence of future specialists, and is the basis of their professional culture.

The intercultural competence of a modern specialist consists of knowledge about the diversity of ideas and types of activities in the modern world, awareness of how these ideas and activities are related, understanding how ideas and activities related to your own culture can be viewed from a different, more objective point of view. It is also about the ability to understand and interpret manners and behavior patterns that are different from yours in order to establish communication adequate to the target culture, and to effectively participate in it.

It should be noted that the availability of intercultural communication abilities and skills in the structure of personality, as well as willingness for intercultural interaction is mandatory from the perspective of worldview improvement, especially in terms of the development of positive thinking of an individual, who must learn to be competitive, proactive and creative, to effectively use acquired knowledge and skills, especially the knowledge of a foreign language,

for successful social and professional interaction at the national and international levels.

Erudition, capacity for work, willpower, talent may not bring the desired results if a person does not know how to interact or communicate properly, and in a broad sense. Adaptability of an individual to social existence in psychological and pedagogical literature is defined by the term «social intelligence», and the capacity for building positive interpersonal relationships, and successful functioning in society – by the term «social competence». Obviously, this concept includes the aspect of self-identity development, as well as the responsibility of a citizen in society. Moreover, social competence involves awareness of how people can ensure physical and mental health as a resource for themselves, their family and social environment, what behavior is generally accepted by various people, what knowledge, skills and abilities are needed for efficient interaction in society.

From the perspective of psychological and pedagogical science, social competence should be considered as «a complex, integrative personality characteristic, a set of certain qualities, abilities, knowledge and skills, experiences, value orientations, and beliefs, which contribute to active interaction with society, establishing contacts with various groups and individuals, participation in socially significant projects, and efficient performance of various social roles» [3, p. 10].

To successfully develop this competence, in our opinion, it is essential to apply a communicative, active and cooperative approach to teaching foreign languages in the plane of personally oriented education, since «personally oriented education is the affirmation of a person as the highest value, around which all other social priorities are based» [4, p. 37].

It is also recommended to apply group work as technology of interactive instruction. Group work facilitates adaptation of your own feelings and actions to the peculiarities of the behavior of other members of the group, which is the main goal of group work – to learn to communicate correctly, interact, cooperate, obtain the experience of social behavior when solving problems, which could be especially crucial for a future specialist. Group work helps a foreign language teacher to create a «language environment» in the classroom, that is, conditions close to those in which people communicate in a natural environment, which optimizes the educational and cognitive activities of students and accelerates their personal development.

The level of mastering a foreign language is significantly determined by the quantitative and qualitative aspects of speech interaction. It directly depends on participation in unprepared speech (discourse) during the discussion of the issues raised. Under conditions when not all students have enough time and opportunities for speech practice in class, it is the group work that makes it possible to solve this problem. In addition, the use of group work as a method of interactive foreign language training directs the educational and cognitive activities of students in the plane of psychologically comfortable educational interaction, which is ensured by the positive attitude of the main participants of the pedagogical process (teacher - students) towards each other, the focus on

mutual successful results, and willingness for equal interpersonal communication – cooperation, which is highly important from the point of view of improving the skills of world perception.

As an integral component of the processes of cognition and making sense of the world, language takes a direct part in its conceptualization and categorization (bringing a particular phenomenon, object, process, concept under a certain rubric, category, etc.), which is a key point in the education of students in the information society. In view of the communicative-cognitive nature of language (language is a means of communication and an instrument of cognition), the most beneficial approach to teaching a foreign language is communicative-cognitive, since it is centered on an individual who thinks and acquires knowledge. According to cognitive linguists, the advantages of cognitive linguistics and the cognitive approach to language are that they open up broad perspectives for perceiving the language in its various connections with people, their intellect and mind, with all thinking and cognitive processes carried out by them, with those mechanisms and structures that create a basis for these processes [5, p. 148].

To facilitate cognition and development of students' cognitive skills while teaching foreign languages it is essential to apply the innovative methods, and pedagogical technologies that ensure the renewal of the learning process at the expense of internal factors. The updating of innovative approaches and methods of teaching a foreign language is determined by the need to strengthen the motivational side of instruction, and to activate factors of willingness for foreign language professional communication and intercultural dialogue.

At the same time, it should be noted that at the current stage of the practice of foreign language training at university, most popular are such methods of teaching a foreign language as: traditional - the method of total physical response (Total Physical Response), suggestive method, drama method, group method, method of activation of reserve capabilities of both an individual and collective, and alternative - computer-assisted training (CALL), the scenario method (Storyline Method), the method of simulations, carousels, training by stations, the method of group puzzles, the method of role-playing, the method of cases (Case-study), etc.

An integral part of foreign language training is electronic learning technology, that is, a system of instruction by means of electronic technologies, which is often interpreted as distance learning, computer assisted learning, network learning, virtual learning, multimedia learning, and mobile teaching.

It is definitely recognized that such training has a number of obvious advantages: the use of computer programs, for example, provides a larger volume of information, the relevant context for creating communicative situations, and an increase in students' cognitive activity as a result. Education via the Web considerably activates foreign language speech activity of students due to getting closer to real communicative situations, using role-playing games, modeling a qualitatively new type of visualization of educational content, processes and phenomena, etc.

Multimedia technology or e-learning increases students' motivation of mastering a foreign language, facilitates their acquisition of real experience of intercultural communication, and improves their capacity for navigating in the modern foreign language information environment. In addition, the authentic web content is the best source of knowledge about another country, and the culture of other peoples. It extends students' background knowledge, ensures the development of their intercultural competence. Figuratively speaking, it brings borders closer, reduces distances, and creates the feeling that you can easily travel from one country to another without financial costs and beyond physical barriers, which is highly recommended from the perspective of students' mastering a foreign language and fulfilling their worldview as future experts in a particular field.

Conclusions and prospects for further research in the direction. Thus, appropriately organized cognitive-communicative activity of students when doing a foreign language course ensures the realization of the developing effect of foreign language instruction, in particular, the simultaneous development of the cognitive-communicative and emotional-communicative aspects of personality, determining the improvement of worldview positions of students as an integral part of their methodological culture, that is, their ability to operate with general methods, techniques, methods, approaches to objective knowledge and transformation of reality, which enables more meaningful personal and professional activity, and harmonizes the relationship between the individual and society.

Teaching a foreign language in the context of intercultural communication optimizes the social experience of students, improves their social intelligence, contributes to the development of social competence, which directly determines the quality of their world perception.

Intensive cognitive and communicative activity in the process of foreign language training, since language can be mastered as an instrument of thought and cognition, contributes to the development of students' consciousness and self-awareness as the ability of «the human spirit to understand itself, including the moral forms of its manifestation» [6, p. 14], which provides the necessary prerequisites for outlook harmonization in today's contradictory world.

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**УПРОВАДЖЕННЯ ОСНОВНИХ ДИДАКТИЧНИХ ПРИНЦИПІВ НАВЧАННЯ
В ОСВІТНІЙ ПРОЦЕС ЗВО: ТВОРЧЕ ОСМИСЛЕННЯ ДОСВІДУ К. ВАСИЛЕНКА**

У статті узагальнено й систематизовано основні дидактичні принципи навчання хореографії у закладах вищої освіти, запроваджені професором К. Василенком під час його науково-педагогічної діяльності в Київському державному інституті культури. Доведено, що К. Василенко був переконаний, що важливим завданням викладачів кафедри хореографії є вдосконалення методів та форм навчання, підпорядковуючи їх вивченню історичних закономірностей розвитку танцювального мистецтва загалом і народного танцю зокрема, через призму сучасних естетичних та мистецтвознавчих концепцій. З'ясовано, що процес навчання хореографії у ЗВО повинен будуватися на таких принципах: зв'язку теорії з практикою, науки з практичним досвідом; науковості; свідомості й міцності засвоєння знань, умінь і навичок; систематичності й послідовності навчання; доступності; активності й самостійності учнів у навчанні; індивідуального підходу; виховуючого навчання; навчання на високому рівні труднощів. З'ясовано, що ці принципи є основоположними для організації освітнього процесу у виші. Установлено, що вони охоплюють найважливіші та взаємозалежні аспекти організації навчального процесу. Їх дотримання та реалізація в хореографічній освіті формує специфіку роботи викладачів зі студентами. Також ці принципи виступають орієнтиром у пошуку найоптимальніших дидактичних умов для організації навчання у закладі вищої освіти, що сприяє підвищенню якості навчальних досягнень. Підтверджено, що ключовою умовою успішної професійної діяльності викладачів є поєднання науково-педагогічної роботи у ЗВО з творчо-балетмейстерською діяльністю в танцювальних колективах. Доведено практичну цінність досвіду К. Василенка в сучасних умовах, оскільки він відповідає вимогам сьогодення та необхідності ефективної організації освітнього процесу в закладах вищої освіти.

Ключові слова: педагог, К. Василенко, дидактичні принципи, навчання, освітній процес, кафедра хореографії, хореографічний матеріал, заклади вищої освіти.

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