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Коваленко А. С. Организация и содержание подготовки гитаристов в учреждениях высшего образования Украины (конец XX – начало XX ст.)

*В статье освещается организация и содержание подготовки гитаристов в учреждениях высшего образования Украины. Пройдя сложный путь трансформации и изменений с середины XX века, высшее образование играло важную роль в развитии будущих специалистов. Рассмотренный временной промежуток от конца XX до начала XX*I *в., как наиболее значимый период в развитии высшего гитарного образования. Выявлено, что первая программа «Специальный класс шестиструнной гитары» была опубликована только в* 1987 *г., где среди других специальных предметов первостепенное значение отводится дисциплине «Специальный класс». Указано, что основная цель предмета «Специальный класс» – подготовка высококвалифицированных гитаристов солистов, ансамблистов, оркестрантов, преподавателей музыкальных училищ и детских музыкальных школ. Сделано сравнительную характеристику подготовки гитаристов в педагогических вузах и музыкальных академиях на основе анализа учебных планов. Отмечено, что подготовка гитаристов в педагогических вузах по специальности* 025 *Музыкальное искусство, специализация инструментальное исполнительство по количеству часов не уступает аналогичной специализации в музыкальных академиях.*

***Ключевые слова**: высшее гитарное образование, отечественное инструментальное гитарное образование, высшие учебные заведения* III-IV *уровня аккредитации, образование.*

Kovalenko A. S. The organization and content of training guitarists in institutions of higher education Ukraine (the end of the XX – beginning of the XX century)

The article highlights the organization and content of training guitarists in institutions of higher education Ukraine. After going through a complex path of transformation and change from the middle of the twentieth century, higher education played an important role in the development of future specialists. The considered time period from the end of the 20th to the beginning of the 21st century, as the most signi*fi*cant period in the development of higher guitar education. It was revealed that the *fi*rst program «special class of six-string guitar» was published only in 1987, where among other special subjects, the discipline «special class» is of primary importance. It is indicated that the main objective of the subject «special class» is the preparation of highly skilled guitarists of soloists, ensembles, orchestra students, teachers of music schools and children's music schools. A comparative analysis of the training of guitarists in pedagogical universities and music academies is made on the basis of the analysis of curricula. It is noted that the training of guitarists in pedagogical universities in the specialty 025 Musical art, the specialization of instrumental performance by the number of hours is not inferior to similar specialization in music academies.

Key words: higher guitar education, domestic instrumental guitar education, higher educational institutions of III – IV accreditation level, education.

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Kovalenko O. O., Konoplianyk L. M.

DIFFERENTIATED APPROACH TO FOREIGN LANGUAGE LEARNING

The article is devoted to the problem of implementation of di*ff*erentiated instruction of foreign languages at higher educational institutions. The authors substantiate the principles of di*ff*erentiated instruction, as an educational technology, for training future specialists of technical speciality, forms and means of di*ff*erentiated instruction, pay attention to some special features of applying di*ff*erentiated instruction in technical universities; and characterize teaching methods and ways that can be used when learning a profession-oriented foreign language. The article points out the di*ff*erences between the individualization and di*ff*erentiation, lists the advantages of the di*ff*erentiated approach of teaching students of higher educational institutions in the process of studying a foreign language.

The processes of globalization and European integration, the establishment of international business contacts between Ukrainian specialists and colleagues from di*ff*erent countries raises the need of highly skilled professionals who *fl*uently communicate in a foreign language. Therefore, the competitiveness of a modern specialist is determined not only by his quali*fi*cations in the professional *fi*eld, but also by the level of knowledge of a foreign language.

In this regard, the search for ways of increasing the e*ffi*ciency of training in a technical university, where the availability of multi-level groups is the objective condition of the pedagogical process. Teachers of a foreign language at technical universities are constantly facing the problem of organizing academic work at a multilevel linguistic training of the *fi*rst-year students. Di*ff*erences in the language training of students lead to the need for di*ff*erentiated instruction of a foreign language, which allows taking into account the individual characteristics of students, reveals their potential, develops autonomy and con*fi*dence in their abilities.

Key words: di*ff*erentiated instruction, di*ff*erentiated approach, di*ff*erentiation, individual approach, educational technology, teaching methods, profession-oriented foreign language, person-oriented teaching.

In pedagogical practice, the problem of differentiated instruction is very topical today. Dictated by time requirements, there was a need to create a new educational model that is able to maximize students' development, taking into account the characteristics of each individual. Effective differentiation requires a continuous assessment of students' needs and conscious attention to the development of educational materials and assessment of these needs. Teachers of a foreign language at technical universities often face the problem of organizing the work in multilevel groups of the first-year students. Differences in the language training of students lead to the need for differentiated instruction of a foreign language in classes.

The topic of the differentiated approach to students' training has been investigated for the last 50 years. The theory of differentiation was formulated by English philosopher G. Spencer, who borrowed it from biology. According to G. Spenser, differentiation is the general law of the evolution from the simple matter to the complex one. French sociologist E. Durkheim interpreted differentiation as the law of nature, as a result of the labor division. He associated this concept with the growth of population density and the intensity of interpersonal and intergroup contacts. T. Parsons defined differentiation as the process of occurrence of various types of activities, roles, groups specializing in the performance of certain functions necessary for self-preservation of the social system. I. Unt considered differentiation as a learning that occurs in groups created on the basis of any features, taking into account the individual characteristics of students. In these groups, studying should take place according to different curricula and programs [1, p. 8]. According to I. Alternate, differentiated instruction is a learning process that involves profound study of the individual characteristics of students, their division into groups by definite characteristics and the organization of the work of these groups over the implementation of certain educational tasks that contribute to their mental and moral development [2, p. 7].

Differentiation is determined by M. Artiukhov as the main psycho-pedagogical and organizational-methodical principle [3, p. 88–109]. Speaking about the differentiation as a system that is the basis of the whole educational process, he considers differentiated instruction as a set of organizational measures, socio-economical, legal training spheres that form the status of an educational institution and differentiated approach as a technology of an individual approach to students in order to determine their level and abilities, their professional orientation, the greatest disclosure of each person at all stages of study. V. Zagviazinsky believes that a differentiated approach is an approach of a teacher to different groups of students or to an individual student consisting in organizing different content, volume, complexity, and methods of educational work [4, p. 17].

The point of view of some scholars is the identical sense of "individualization"and "differentiation" in learning. Some researchers of differentiated instruction (I. Cheredov, M. Aliiev) define an individual approach as a principle of teaching, and a differentiated approach – as a form of organization of the educational process, which presents certain conditions for the implementation of the abovementioned principle [2, p. 132].

E. Golant uses the term "individualization", when he divides the team into groups with similar levels of knowledge [5, p. 52–88]. Almost all researchers use the term "differentiation" for this form of training.

The concept of differentiation in pedagogy has many different definitions. For example, E. Golant uses the terms of individualization and differentiation in one sense.

In the pedagogical encyclopedia, the individualization of learning is defined as an organization of the educational process taking into account the individual characteristics of students, which allows to create optimal conditions for realizing the potential of each person. A differentiation is a form of organization of students' educational activity, which takes into account their skills, interests and abilities [6, p. 276–359].

M. Quintilian, M. Montaigne, J. Comenius, J. Russo, K. Ushinsky, P. Cappetrev studied the topic of individual peculiarities during the educational process. Today this issue is increasingly emerging because modern teaching methods consider the particularities of students, who are different from each other. This problem finds an explanation in the pedagogical theory and is called "The Principle of an Individual Approach". The greatest contribution into development of this issue was made by V. Merlin, A. Budarnyi, A. Kirsanov and I. Unt.

The purpose of the study. The purpose of this article is to consider the possibility of using differentiated instruction as one of the active methods of teaching a profession-oriented foreign language for future specialists, to identify the stages of work in the process of differentiated instruction and to indicate its advantages and disadvantages.

Speaking about the differences of individualization and differentiation, it must be mentioned that the first concept refers to a personality, a list of specific characteristics of students. The term "differentiation" means the distribution of the components of the educational process, depending on the collective, typical (social-pedagogical and social-psychological) characteristics of students. A differentiated approach is a significant method of implementing individualization of the teaching process. Improving methods and forms of organization of the educational process in modern higher schools in order to give students fundamental knowledge, it is necessary to take into account the peculiarities of students during studying, to develop the abilities of each person, to worry about interests of each person.

The differentiated teaching method is in some way an individual approach to studying in groups created by the common individual psychological features that are important in the educational process: according to certain qualities, skills, attachments, preferences of students, etc.

A differentiated approach plays a connecting role between general occupations with the whole team and individual work with each student. The implementation of a differentiated approach helps to develop situational games,

contests, interest groups, to create special didactic situations that help identify students' abilities. An integral circumstance of the differentiated approach is the study of interpersonal relations. A differentiated approach affects the relationship between a personality and a group, a group and a team. The effectiveness of the differentiated approach depends on the creative environment, the cooperation of students.

In order to implement a differentiated approach, the technology of multilevel teaching and the method of language situations are introduced in foreign language classes. When creating multilevel tasks it is necessary to find out the issues with the detailed content of the instruction, as well as to formulate specific requirements for knowledge, skills and abilities for each section and themes of the program.

Multi-level tasks make the teaching process differentiated according to students' abilities. Thanks to such studying, students get a lot of freedom.

Nowadays, a differentiated approach is considered more broadly: there is not only differentiation of knowledge by the level of complexity, but also differentiation of the circumstances of tasks accomplishment, and forms of control of its implementation.

Differentiated instruction determines organizational forms, within which students study to the extent of their capabilities, overcoming the rather difficult tasks.

In order to get a positive result in the classroom, a teacher needs to create a positive emotional mood for interaction with students, use knowledge that enables students to choose the type and form of the material (verbal, graphic, etc). It is necessary to discuss what students like or dislike and why.

Creating the atmosphere in the educational process, it is necessary to take into account the unequal properties and abilities of students, different professional preferences. There may be different level of training: general education and profile, focused on the chosen profession. Therefore, it is an individual approach in a person-oriented teaching method that shapes the circumstances that will affect the results of study.

A person-oriented method in teaching foreign languages affects the choice of teaching technologies. The group work on different texts, which allows each member of the group to do a lot of work. For example, while reading a text the first student whispers it, the second one – allocates unfamiliar words, the third one – looks for their meaning in the dictionary, the fourth one – translates the parts difficult to understanding, etc. Such interaction configures students for real communication with other groups that read other texts, positively affects the development of language activity, improves teaching and communication skills. The practical direction in studying a foreign language fulfills the project method, which allows the language activity to contact with other types of activities, takes into account the opportunities and requirements of students.

A person-oriented method in the study of a foreign language provides an opportunity to help students in self-knowledge, self-development and self-realization of each person, to form a unique individuality. Using this method, the teacher accumulates the experience of preparing and implementing multilevel tasks and analyzing certain results. Self-examination of the classroom has a positive effect on the awareness of the main ideas, the principles of a multi-level approach, and the improvement of professional skills. We must remember that it is not easy to teach a foreign language students who think and consider in their native language and not in a foreign language.

The technology of differentiated instruction is built on the base of the principle of differentiation of training. It is a combination of means and teaching methods that cover a certain part of the educational process. One of these methods is the technology of level differentiation. It is required to pay attention to the orientation of teaching everyone at the level of his peculiarities and abilities, adapting instruction to the characteristics of different groups of students [7, p. 80].

Introducing a differentiated approach, we pay the greatest attention to the internal division (differentiation), which can be manifested in three forms of classroom work: frontal, group and individual one. A differentiated approach in the educational process outlines a different level of tasks, where the content and complexity of the same task varies, depending on the possession of the basic level of knowledge in accordance with the requirements to the educational standard for the content-based mastering of the instruction material.

Consequently, the introduction of a differentiated approach in the teaching of English requires the use of differentiated instruction technology, that is, multilevel instruction with subsequent multi-level control. The issues of improving the quality of the students' progress and level of education were and remain the main ones in modern teaching methods of a foreign language.

A differentiated approach to teaching a foreign language can be defined as the creation of a process in which the individual characteristics of each student are taken into account during the formation of educational activities in classes. Thus, it is possible to divide students into groups of different levels, where Group I will include talented students who can easily cope with tasks. As it was mentioned above, individualization of educational work takes place in three forms: frontal, group and independent.

In the frontal work a teacher orally teaches texts of different complexity, creates a learning conversation. During such work the teacher makes students create a problem and demonstrate their knowledge beyond the program.

The group work gets students to cooperate. Students are divided into several groups according to preferences or abilities, so the tasks are changed according to the level of language proficiency of group members.

During the individual work students are given tasks and recommendations for their implementation. The work is carried out without the direct involvement of the teacher, but he/ she controls the process. So, the individualization

of the educational process is carried out in conditions of the classroom work and involves a reasonable combination of frontal, group and individual forms of work.

The mentioned forms of individualization and differentiation give an opportunity to improve the psychological atmosphere in the classroom. So, frontal work affects positively on the interaction of students. It increases the activity of each student. In the group work there is a modification of the content and ways of submitting information, assisting each student. The individual work allows differentiating the level of complexity of tasks. It helps to increase the volume of individual work, having spent less time to perform the corresponding tasks.

Group II includes students who have a sufficient knowledge of a foreign language, but who have difficulty in performing certain tasks.

Group III are students who have difficulties in mastering a subject.

A differentiated approach to testing the knowledge of the material in a foreign language is closely linked with personal-oriented instruction, which reveals the individual characteristics of each student.

However, despite the development of different forms of differentiated instruction, one of the priority issues is the question of studying the student as a person, which is formed during the educational process.

Studying individual subjects, students acquire knowledge and develop mentally, study to organize their work on the mastering of knowledge. Differentiated instruction should allow reveal students individual peculiarities. The teacher can create corrective programs, plan clear aims of student development, not only teach and control them.

In the process of performing this work, the teacher must have appropriate methods in the teaching process, differentiate each student according to his genuine academic achievement and know the process of his study. Studying the progress of the students' tasks gives possibility to examine what content the student mastered and what tools were used in the course of the tasks. It is possible to research how accurate these tools and methods are to define the special students approach to mastering their tasks. Students' autonomy is determined in the teaching methods, which depends on the effects of didactic methods, and on the students' personal experience of studying the material.

Today, the study and application of methods for studying the material, the variability of methods and forms of its discovery is not given sufficient attention. Generally, the final result of the work should be in accordance with a certain standard, must be one for all students (read aloud, write down words, tell the text of the textbook).

Studying the individuality of students is important to evaluate not only the final result of his study, but also the process of studying. The research of the process of mastering knowledge can show the teacher those techniques of educational process, which were used by students, mastering the material. These methods are always individual.

The definition and correction of teaching methods that guarantee the acquisition of knowledge require a system of certain criteria: awareness of students; their ability to apply logical ways of obtaining and using knowledge; the formation of certain mental characteristics.

Mastering can be individualized only when it is assigned to a group of students or individual students according to their special skills. It includes:

1. Tasks focused on the level of knowledge, skills and abilities of students, some of which are aimed at eliminating gaps (individualized differentiated homework, personal training sessions); others – based on previous knowledge (small messages from individual students).

2. Tasks focused on the general and individual properties of students (depending on the rate of studying). It is worthwhile to give less exercises of a generalizing character and more tasks of complicated character for more successful students. These tasks will require the higher activity and creativity from students while performing them.

3. Tasks that reveal the cognitive interests of students (reading additional literature, using Internet resources, preparing and protecting presentations, projects).

4. Tasks that are mandatory for performance:

– tasks given by the teacher: exercises with cards (the size and context of the task is determined, variations are allowed only in the form of the fulfillment);

– alternative or selective tasks (to make a report, etc.)

Studying the peculiarities and skills of students, learning abilities, and considering opportunities for developing these abilities should be a starting point in a differentiated approach to studying a foreign language. The solution of this issue is possible only in the context of modernization of the entire system of continuous education, as well as changes in its orientation – the orientation towards the formation of each student's personality, with his special needs, life values, differing in individual abilities, talent, and educational interests.

The necessity of introducing a differentiated approach to the educational practice of a technical university is explained by the following factors:

1) Current requirements for specialists include a fairly large amount of educational information from a foreign language for forming their foreign language communicative competence as a component of professional competence.

2) The presence of different levels of knowledge of a foreign language among students within one group due to the following factors: individual abilities of students to study a foreign language, different levels of teaching a foreign language while studying in school, individual peculiarities of a student, absence of compulsory examination from foreign the language Such differentiation of students by the levels of knowledge of a foreign language is further deepened when they are divided into groups or subgroups, without taking into account actual language proficiency.

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Коваленко О. О., Конопляник Л. М. Диференційований підхід у навчанні іноземної мови

Стаття присвячена здійсненню диференційованого навчання іноземних мов у вищих навчальних закладах. Автор обґрунтовує принципи диференційованого навчання як навчальної технології для підготовки майбутніх фахівців технічних спеціальностей; форми і засоби диференційованого навчання; звертає увагу на деякі особливості застосування диференційованого навчання для студентів технічних спеціальностей; характеризує методи та способи навчання, які можуть бути використані при вивченні професійно-орієнтованої іноземної мови. У статті вказується на відмінність між індивідуалізацією та диференціацією, перераховано переваги різноманітного підходу в навчанні для студентів та викладачів вищих навчальних закладів у процесі вивчення іноземної мови.

Процеси глобалізації та європейської інтеграції, встановлення міжнародних ділових контактів між українськими фахівцями та колегами з різних країн підвищують потребу висококваліфікованих фахівців, які вільно спілкуються іноземною мовою. Тому конкурентоспроможність сучасного спеціаліста визначається не тільки його кваліфікацією в професійній сфері, а й рівнем знань іноземної мови.

Тому пошук шляхів підвищення ефективності навчання в технічному університеті, де об’єктивною умовою педагогічного процесу є наявність багаторівневих груп. Викладачі іноземної мови в технічних університетах постійно стикаються з проблемою організації навчальної роботи, використовуючи багаторівневе навчання для студентів першого курсу. Відмінності в навчанні студентів технічних спеціальностей призводять до необхідності диференційованого

навчання іноземної мови, що дозволяє враховувати індивідуальні особливості студентів, виявляє їхній потенціал, розвиває самостійність та впевненість у своїх здібностях.

***Ключові слова**: диференційоване навчання, диференційований підхід, індивідуальний підхід, диференціація, освітні технології, методи навчання, професійно-зорієнтована іноземна мова, особистісно-зорієнтоване навчання.*

Коваленко О. А., Конопляник Л. Н. Дифференциальный подход в обучении иностранному языку

Статья посвящена реализации дифференцированного обучения иностранным языкам в высших учебных заведениях. Автор обосновывает принципы дифференциального обучения как образовательной технологии для обучения будущих специалистов технической специальности; формы и средства дифференцированного обучения; обращает внимание на некоторые особенности применения дифференцированного обучения для студентов технических специальностей; характеризует методы обучения и способы, которые могут быть использованы при изучении профессионально-ориентированного иностранного языка. В статье указаны различия между индивидуализацией и дифференциацией, перечислены преимущества различного подхода к преподаванию для студентов и преподавателей высших учебных заведений в процессе изучения иностранного языка.

Процессы глобализации и европейской интеграции, установление международных деловых контактов между украинскими специалистами и коллегами из разных стран поднимают потребность в высококвалифицированных профессионалах, которые свободно общаются на иностранном языке. Поэтому конкурентоспособность современного специалиста определяется не только его квалификацией в профессиональной сфере, но и уровнем знания иностранного языка.

В связи с этим ведется поиск путей повышения эффективности обучения в техническом университете, где объективным условием педагогического процесса является наличие многоуровневых групп. Преподаватели иностранного языка в технических университетах постоянно сталкиваются с проблемой организации учебной работы на многоуровневом лингвистическом обучении в течение первого года обучения студентов. Различия в языковой подготовке студентов приводят к необходимости дифференцированного обучения иностранному языку, который позволяет учитывать индивидуальные особенности учащихся, раскрывает их потенциал, развивает самостоятельность и уверенность в своих способностях.

***Ключевые слова**: дифференцированное обучение, дифференцированный подход, дифференциация, индивидуальный подход, образовательные технологии, методы обучения, профессионально-ориентированный иностранный язык, личностный подход обучения.*

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ДЕОНТОЛОГІЧНИЙ ПІДХІД ТА ЙОГО РОЛЬ У ФОРМУВАННІ СВІТОГЛЯДНОЇ КУЛЬТУРИ МАЙБУТНІХ МЕДИЧНИХ СЕСТЕР

У статті здійснено експлікацію деонтології як складника етичного вчення, що зумовлює осмислення моральних засад людського існування крізь призму феноменів обов'язку, імперативності, категоричності та орієнтації на належне.

У контексті теоретичного аналізу вітчизняних та зарубіжних досліджень етико-деонтологічних регламентацій, визначено роль та місце деонтологічного підходу у формуванні світоглядної культури майбутніх медичних сестер. Висвітлено морально-етичний вимір особистісного становлення фахівців медсестринської справи в контексті співвідношення «медичний працівник – пацієнт» у проблемному полі медичної практики.

Крізь призму розгляду особливостей функціонування деонтологічного підходу в медичній діяльності, простежено механізми формування особистісних засад майбутніх медичних сестер, що сприяють морально-етичному функціонуванню фахівця в процесі надання кваліфікованої допомоги.

Розкрито етико-деонтологічне підґрунтя формування морально-духовних компонентів світоглядної культури особистості в площині здійснення професійної медичної допомоги людині, яка страждає.

***Ключові слова**: деонтологія, етика, професійна етика, мораль, світогляд, світоглядна культура, особистість, медсестринська справа, медична допомога.*

У сучасних умовах трансформаційних зрушень світоглядної й культурної парадигми, деструкції традиційних ціннісних орієнтирів, ідеалів та сенсів вагомого значення набуває проблема моральнісного буття людини у світі. Вона особливо посилюється в періоди соціокультурної нестабільності та кризових ситуацій, зумовлюючи посилений інтерес до питань духовно-моральнісних параметрів функціонування людської суб'єктивності, в межах яких особливе місце займає деонтологічних підхід.

Саме етично-деонтологічна спрямованість на обов'язкове та належне засвідчує широке використання вихідних моральних засад деонтології у сфері професійної етики, зокрема медичної. Тому в проблемній площині затребуваності молодшого медперсоналу на міжнародному ринку праці гостро постає питання не тільки функціонально-прагматичної, але і якісної морально-етичної підготовки медичних сестер. У цьому контексті особливої актуальності набирають питання виявлення ролі та місця деонтологічного підходу у формуванні світоглядної культури майбутніх медичних сестер.