

7. Morley J. Listening comprehension in second/foreign language instruction. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (). Boston, MA: Heinle & Heinle. – 1991. – P. 81-106
8. Rost M. Listening in language learning. London: Longman, - 1990.

*Lomonova M. F.*

## **HERMENEUTIC APPROACH TO THE DEVELOPMENT OF VOCATIONAL AND TEACHER TRAINING AS A HUMANITARIAN-ORIENTED TECHNOLOGY**

Odessa, Ukraine

**Abstract.** *The aim of the research is to prove the possibility of studying the development process of the hermeneutic approach in the vocational teacher training as a humanitarian-oriented technology of the scenario analysis. The problem is related to the use of new humanitarian-oriented techniques of the scenario analysis, which allows the complex to present the problem of objectification of the hermeneutic values of the modern socio-cultural-communicative space of a university to form interpretive qualities of the teacher's personality as a man of culture. The theoretical analysis showed that the heuristic potential of pedagogical hermeneutics allows to go beyond the traditional registry of humanitarian technologies, The author of the article considers that the humanitarian-oriented technology of scenario analysis to be a communicative component of the professional pedagogical culture and define it as an integral algorithm of the stepwise reflexive-based disclosure of the multifunctional joint activity of teacher and students associated with the mastery of humanitarian means and methods of pedagogical analysis, diagnosis, prediction, and design of actual and ideal models of their pupil as a subject of education and training.*

*As has been experimentally proved to master the modern humanitarian technologies as a sequence of actions, specially organized for a specific pedagogical situation, the teacher would rather have the ordinary consciousness, and to intelligently choose from the existing technologies and create new ones, carry out humanitarian analysis of hypothetical alternatives to the practical implementation of individual trajectories of their own development, teachers need professional important innovations of their personality (the hermeneutical culture, hermeneutical consciousness, and hermeneutic perception), which are based on the interpretive competence, as the humanitarian-oriented technology of the scenario analysis aims to achieve predetermined results, and only the probabilistic prediction is available to ordinary consciousness. Forecast becomes justified only by the ability of the teacher to see the specific situation from the standpoint of "the wide horizon," the ability to rethink the stereotypes of their professional and personal experience, and ability to focus on the authentic sense of teaching.*

**Keywords:** *hermeneutic approach, humanitarian technology, the technology scenario analysis, humanitarian-oriented technology of the scenario analysis.*

Prospects for the development of the hermeneutic approach in the vocational teacher training related to the use of new humanitarian-oriented techniques of the scenario analysis, which allow the complex to present the problem of objectification of the hermeneutic values of the modern socio-cultural-communicative space of a university to form an interpretive qualities of the teacher's personality as a man of culture.

The theoretical analysis showed that the heuristic potential of pedagogical hermeneutics allows to go beyond the traditional registry of humanitarian technologies and move to the study of screening of the prospects of development and humanitarian dimension of the problem areas of the professional pedagogical training of future teachers.

Considering the trends in the development of modern education, the researchers note: "Today it is imperative to screen the postnonclassical development prospects of education, which allows predicting the manifestations of the actual problems of the educational sphere in the near future" [2, p.25].

Appeal to researches of foreign scientists allows interpreting scripts as patterns or patterns of actions, consistently implemented one after the other in the course of interaction between participants in the educational process. Jean Michel Saussois considers scenarios as "ideal development models of everything", highlights the main characteristics of scenarios and suggests steps for their development, guided by the demand for these scenarios in society and their value to the education sector [5].

*The aim* of our research is to prove the possibility of studying the development process of the hermeneutic approach in the vocational teacher training as a humanitarian-oriented technology of the scenario analysis.

In modern teacher training, with its focus on the individual creative part of the human personality and the need to fundamentally solve the non-trivial problems, not just a mastery of the cultural and educational heritage, but also the inclusion of the future teacher as the subject of culture, as a carrier of the reflexive-conscious relationship to the world of pedagogical values in innovative activity in the creation and implementation of pedagogical innovations associated with the mastery of humanitarian means and methods of pedagogical analysis, diagnosis and design of the actual and ideal models of their pupil as a subject of education and training, acquires a crucial role.

The use of new humanitarian-oriented technologies of the scenario analysis opens the space for:

1) subjectification of the content of education, which is a part of the structure of outlook of the person and makes it possible to understand the role of hermeneutical methodology in professional and personal transformation through a socio-cultural sense of its unity and diversity;

2) objectification of the conceptual positions containing actual ideas of the hermeneutic theory and revealing the interdependence of multidimensional forms and contents of meaningful educational activities in complex;

3) actualization of the personal meaning in the field of understanding and interpretation of features of the professional "I" and the prediction and design of a scenario of self-development and improvement based on this;

4) implementation of the project opportunities of interpretive competence of future teachers in the process of humanitarian analysis of hypothetical alternatives to implement individual trajectories of their own development;

5) mastering humanitarian means and methods of the pedagogical analysis, diagnosis and design of actual and ideal models of student considered as the subject of the moral education, and training.

Given the above, as well as agreeing with the position of I. F. Isayev that treats the technology as a component of professional pedagogical culture, defines it as a set of techniques and methods of holistic educational activity of the teacher [3], we consider the humanitarian-oriented technology of scenario analysis to be a communicative component of the professional pedagogical culture and define it as an integral algorithm of the stepwise reflexive-based disclosure of the multifunctional joint activity of teacher and students associated with the mastery of humanitarian means and methods of pedagogical analysis, diagnosis, prediction, and design of actual and ideal models of their pupil as a subject of education and training.

The organic combination of general and pedagogical culture in which the pedagogical culture serves as the specifics of professional projection of the general culture in the field of educational activities and communication, pointing to the following levels of humanitarian-oriented technology of the scenario analysis:

- in the pedagogical activity, the humanitarian-oriented technologies scenario analysis should be divided into those that utilize the value-semantic component of the personality and humanitarian-oriented technologies aimed at creating a value-semantic component of the personality;

- in communication, the humanitarian-oriented technologies scenario analysis create pedagogical conditions for the formation of value-semantic orientation of the "student-content of education" relationship, and the technologies, focused on the value-semantic orientation of the "student-teacher" relationship.

The object of humanitarian-oriented technology of the scenario analysis is a system of internal and external factors and conditions of formation of experience of the interpreting personality of the future teacher, i. e. the experience of realization of human potential, which manifests itself in the abilities to work both with real objects (external plan), and with plotting images (internal plan). Thus, this is the practice-oriented experience of a project-program type;

The existing humanitarian technologies in education are a sequence of actions of the teacher, specially organized for a specific pedagogical situation and ensuring such interaction with the students or pupils, which has focused on the impact of their behavior through the use of resources associated with humanitarian knowledge of a person (needs, interests, motivations), which leads to increased efficiency of currently solved teaching tasks (training, education, development and the like). [4]

To master the modern humanitarian technologies as a sequence of actions, specially organized for a specific pedagogical situation, the teacher would rather have the ordinary consciousness, and to intelligently choose from the existing technologies and create new ones, carry out humanitarian analysis of hypothetical alternatives to the practical implementation of individual trajectories of their own development, teachers need professional important innovations of their personality (the hermeneutical culture, hermeneutical consciousness, and hermeneutic perception), which are based on the interpretive competence, as the humanitarian-oriented technology of the scenario analysis aims to achieve predetermined results, and only the probabilistic prediction is available to ordinary consciousness. Forecast becomes justified only by the ability of the teacher to see the specific situation from the standpoint of "the wide horizon," the ability to rethink the stereotypes of their professional and personal experience, and ability to focus on the authentic sense of teaching.

The hermeneutic approach is the way of teacher's humanitarian outlook, actively-growing practice-oriented theory, which is gradually supplemented by a complex of the applied interpretative techniques, an adequate understanding of which is one of the most difficult tasks facing the teacher. The teacher needs to have the ability to methodological

reflection, abilities and skills of analysis and synthesis of complex relationships, and to competently navigate the means of their sense representation in the educational space. It is advisable to resort to the humanitarian-oriented technologies of the scenario analysis when we are dealing with a really complicated worldview (value-semantic) and theoretical-methodological (instrumental) bases of the professional pedagogical training of the future specialists, focused on the formation of value-worldview and value-semantic characteristics of the teacher's personality, determined by the properties of the integrated personality.

The process of development of hermeneutic approach in the vocational teacher training as a humanitarian-oriented technology of the scenario analysis involves reaching a special type of advanced management of educational-cognitive and educational-professional activities – self-regulating conceptualization and goal-setting. The processes of conceptualization and goal-setting form the core of interpretive competence of future teachers as the highest level of the personality's self-identity.

Unlike other humanitarian approaches, the humanitarian-oriented technology of the scenario analysis is focused on the development in the structure of professional competence of the competences focused on content-semantic component of the teacher's work, which implies the adequate subject-to-subject forms of appropriation of this experience: sense-forming methods. The bases of this assertion are statements of L. S. Vygotsky that "activities in an imaginary situation exempts from situational coherence", "human learns to act in the knowable, that is conceivable, and not in the visible situation" [1, p.68]; "actions in a situation which is not seen, but only thought; actions in an imaginary field, in an imaginary situation lead to the fact that a person learns to be determined in their behavior not only by direct perception of a thing, or just by a situation acting on them, and the meaning of this situation" [Ibid, p.70].

Implementation of the humanitarian-oriented technologies of the scenario analysis creates the conditions of deep understanding of the situation as a non-linear, complex, strong-willed dramatic process of a moral choice, overcoming fears, stereotypes, biases, confusions, only the ability to overcome the personal barriers faced with the need to recode the educational content; the ability to rethink the stereotypes of their professional and personal experience is a factor of the teacher's and students' sense-creation and the sense-creation of students with each other.

Discussion of the title theme led to the conclusion about the prospects of development of the hermeneutic approach in vocational educational training of future teachers through the use of the humanitarian-oriented techniques of the scenario analysis, which focused on the development and acquisition of experience of the interpreting teacher's personality as a human of culture, and the construction of internal and external dialog in the process of the subject-to-subject forms of appropriation of this experience.

*References translated and transliterated*

1. L. S. Vygotsky *Playing and its Role in the Mental Development of the Child* // *Developmental Psychology*. St. Petersburg, Piter, 2001.-P.56 to 79
2. Drobotenko Yu. B., N. S. Makarova *Modern Approaches to the Study of Education in the Postnonclassical Prospects* // *Philosophy of Education*, 2010.- No. 4 (33).- pp.22-30
3. Isayev I. F. *Professional Pedagogical Culture of the Teacher*. -Moscow "Academy", 2004,-102 p.
4. Mitin A. E., Filippova S. O. *Humanitarian Technologies: Substantiation of the Basic Provisions of the Application in Education* // *Knowledge. Understanding. Competence*, 2013.- No. 3.- pp.255-262
5. *Think Scenarios, Rethink Education*, Centre for Educational Research and Education "Schooling Tomorrow".- OECD,2006.

*Marina M.S., Tadeush O.H.*

**IMPLEMENTATION OF INTERACTIVE TRAINING  
METHODS (PROJECT ACTIVITIES) IN PROCESS OF  
FORMATION OF SELF-EDUCATIONAL COMPETENCE OF  
FUTURE TEACHERS**

*Odessa, Ukraine*

**Abstract.** *This article considers project activities of the students as optimal environment for formation of self-educational competence.*

*Project-based learning is the most important interactive method from the point of view of key competences formation in course of study of natural sciences. The final result of the project activities of the students is creation, confirmation and implementation of the project of authoring system of activities as innovative product.*

*Project activity has been carried out in two areas:*