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.

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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 wiew 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:

1. Development of educational and research projects.

2. Development of scientific and research projects.

The purpose of educational and research projects consisted in deepening of theoretical knowledge and experimental skills within the training program in physics.

The purpose of scientific and research projects is formation of skills of independent research and development operation on actual problems of physics.

Results of joint project activities of the authors of this article with students, future teachers of physics have been presented at the international and republican conferences, issued in the form of articles and educational and methodical manuals

Project activities in the course of training of future teachers of physics encourages strong adoption of knowledge, formation of skills of the experimental work, development of cognitive abilities, preparation for independent work for further self-education. In our opinion, implementation of a project-based learning method solves a complex of educational and educational problems, and, undoubtedly, helps to accomplish the main objective which is the formation of key.

Keywords*: innovation, self-education expertise, the project activity, the future teacher.*

The current orientation of the higher pedagogical education is directed on formation of self-educational competence as readiness and ability of the future teacher to professional activity and assumes to realize transition from traditional technologies to technologies of developmental, learner-centered approach, use of technology of level differentiation, training on the basis of competence-based approach, "case study", project and research activities, informational and communicational technologies, interactive methods and efficient forms of education.

Interactive training is of special importance in the course of professional training of a future teacher, which is realized in different forms of collaborative activity of the students, within the frame of these forms all subjects of educational process interact with each other, share information, jointly solve educational problems, simulate real-life situations, estimate actions of other participants and own behavior, plunge into the real atmosphere of business cooperation on solution of problems that promotes formation of self-educational competence of future teachers.

The general foundation of formation of competence-based approach in the course of training of future teachers is laid in works of V.V. Kraevsky, I.L. Lerner, M.N. Skatkin, P.G. Schedrovitsky. The issue of formation of professional competence of future professionals of education is represented in works of scientists B.Sh. Alieva, F.N. Alipkhanova, T.E. Shayev, A.V. Khutorskogo, G.A. Karakhanova, G.M. Gadzhiyeva, T.T. Vezirov, D.M.Vechedov and others.

Development of self-educational competence of future teachers in many respects depends on high-quality implementation of the

contemporary educational technologies providing their readiness for the continuous self-education and productive activities. In conditions of developmental teaching it is necessary to provide the maximum activity of the student himself in the course of formation of the key competences as the latter are created only within experience of individual activities. According to it many researchers assosiate innovations in education with interactive training methods which are understood "… all types of activity which require creative approach to material and provide conditions for personal fulfilment of each student" [1, p.144].

Interactive methods are the following methods: discussion, heuristic conversation, "brainstorming session", role-playing, "business" games, trainings, case method, project-based learning, teamwork with illustrative material, discussion of video movies, etc.

Project-based learning is the most important interactive method from the point of wiew of key competences formation in course of study of natural sciences. This method encourages formation of students' self-educational competence, its implementation in teaching and educational process, development of ability to develop new pedagogical technologies by the student himsels taking into account acceptance of the personality who is studied as principal value of education, formation of ability to estimate adequately the information that characterize a certain problematic-objective situation in course of analitical and synthetic activity. Project-based learning directs control and self-control to the formation of authentic interest in a educational material, initiative in studying, development of research, reflexive, self-evaluation abilities.

In pedagogical literature project competence is understood as set of project, constructive and reflexive knowledge, abilities, skills which provide the teacher with logical activities during the solution of educational tasks (P.I. Pidkasisty and others [6]). Project activityof future teacher is an ability to project his own activitiesduring the solution of the educational, administrative pedagogical tasks caused by peculiarities, variability of educational system.

Process of key competenses formation of future teachers by means of project activities will successfully proceed in case of observance of the following conditions:

-professional readiness of teachers for implementation of the given task;
-formation of project activities motivation of the teachers;
-subsequent integration in project activities;
-monitoring of of key competenses formation.

There is a contradiction between need of formation of self-educational competence of future teachers and an insufficient technological development of potential opportunities of project activities in terms of study a certain discipline, that has designated a research problem: what kind of contents, modes and methods of project activities shall enable to encourage formation of self-educational competence of students.

Due to the objectives to be achieved the purpose was set: to develop an organizational component of the educational project activities directed on formation of self-educational competence of future teachers of physics.

Relevance of use of project-based learning method in training of future teachers of physics is caused by consideration of the method as a flexible model of the organization of educational process and the method promotes development of observation, aspiration to find answers to raised questions, allows to check correctness of the responses on the basis of information analysis when carrying out experiments and researches.

In case of a small number of hours and quite extensive program in physics the method allows to make teaching interesting, vivid, and the studied material becomes memorable for a long time. The project thinking includes also the fundamental methods of perception necessary in future creative activities of the teacher of physics.

Project activities shall be directed on deepening and extension of knowledge and abilities on theoretical and experimental questions of physics within the training program, and also on search and solution of theoretical and practical tasks on the basis of use of achievements of physical science. Project and research activities as the most important component of self-education leads teachers and students to further self-development, helps to be in-demand and competitive in the future.

The educational project in physics shall represent a complex of survey, research, estimated, graphic and other types of the works performed by the students independently (in pairs, groups or individually) with organizational and consulting support of this process by the teacher for the purpose of the practical or theoretical solution of a significant problem.

Research activities in the project shall be aimed at obtaining new knowledge about existing in the world around a physical object or physical phenomenon. Physical research, as well as any research, usually has the following structure: a problem (a problem situation), design (planning, search of solution methods), the theoretical analysis of literature and the Internet on the issue, observation of the phenomenon (process) or its reproduction in vitro, carrying out measurement of any characteristics of

the phenomenon (compilation of tables, creation of diagrams etc.), the analysis of results, a formulation of outputs, a product (design of results), presentation (defence of the project), prediction of new problems [2; 5; 7].

Basis of research has been Department of Physics and Mathematics of Institute of Physics and Mathematics of K. D. Ushinsky South-Ukrainian National Pedagogical University. 75 students, future physics teachers and 8 teachers of Department of Physics have been involved in experimental work. We will give examples of projects which were developed and approved by authors of this article based on interactive interaction with students, future physics teachers.

Project activity has been carried out in two areas:

1. Development of educational and research projects.
2. Development of scientific and research projects.

The purpose of educational and research projects consisted in deepening of theoretical knowledge and experimental skills within the training program in physics.

The purpose of scientific and research projects is formation of skills of independent research and development operation on actual problems of physics.

There are the examples of educational and research projects:

1. Transport phenomena. Theory and practice.
2. Development and implementation of new information technologies during the demonstration of laws and the phenomena of molecular physics and thermodynamics.
3. Physical and philosophical sense of the concept of "energy" and laws of its saving. 4. Concept of mass in classical and contemporary physics.

Examples of scientific and research projects:

1. X-rays and their implementation in research of electronic structure of a substance.
2. Implementation of X-rays in research of crystalline structure of substance.
3. Influence of a laser radiation on phase composition of constructional materials.
4. Physical mode of operation of lithium power supply.

Results of joint project activities of the authors of this article with students, future teachers of physics have been presented at the international and republican conferences, issued in the form of articles and educational and methodical manuals [3; 4].

As a result of the conducted research it is obviously possible to make the following recommendations for the effective organization of project and research activities:

1. To direct project and research activities of teachers and students on masteringof key professional competences, to use as the leading form of professional education.

2. To plan project and research activities of students taking into account specific features and abilities in a choice of level of complexity of educational material, methods of activities, rates of training.

3. To develop scientific and methodical guidance for project and research activities of students taking into account training of future teachers of physics.

4. To expand the number of the teachers and students participating in the experimental and theoretical work of Department of Physics of the university, scientific and practical conferences, publications of research works.

Project activities in the course of training of future teachers of physics encourages strong adoption of knowledge, formation of skills of the experimental work, development of cognitive abilities, preparation for independent work for further self-education. In our opinion, implementation of a project-based learning method solves a complex of educational and educational problems, and, undoubtedly, helps to accomplish the main objective which is the formation of key.

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Markunin O.

DEVELOPMENT OF A POSITIVE SELF-CONCEPT AMONG FUTURE FOREIGN LANGUAGE TEACHERS IN A CLASSICAL UNIVERSITY

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Abstract. *The article deals with the essence of the positive self-concept. The analysis of theoretical references, made it possible to establish that the organization of practical and technical training in local classical universities, taking into account thier specificity, is not investigated , which also attracts interest in studying such phenomena as self-awareness and positive self-concept, especially at the initial stage of mastery teaching profession at a classical university. In terms of research, it was found out that self-awareness includes: awareness of norms, rules, life patterns as a standart for understanding their properties; self-assessment of their own actions and behavior, self-understanding; a general assessment, identifying positive qualities and perspectives.*

We can conclude that self-awareness emerges as a complex process of mediated self-discovery, which is associated with the movement of time by integrating these numerous images of his own "I". Therefore, development of teacher's positive self-concept as an integral feature of his professionalism adds stability, provids progressive stimulating effect on the professional development of future foreign language teachers not only as subjects of academic work, but also as subjects of their own development, the authors of their own life and professional way. This is reflected in the pursuit of future foreign language teachers to motivation of success gaining, the capacity for self-raiting,