

conveying subtle distinctions from language to language, and culturally-based variations among speakers of the same language. The source of cross-cultural knowledge is the authentic text which reflects the specifics of the scope of business communication and can be used for the formation of cross-cultural competence. Authentic professionally-oriented materials will provide the students with knowledge and basic attitudes different cultures have towards cultural value dimensions, so that they could apply this knowledge in activities that require them to decide how to act in cross-cultural business situations.

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**SPECIALIZED CLASSES IN V. O. SUHOMLYNSKIY WORKS  
AS A MEANS OF SUPPORTING THE DEVELOPMENT OF THE  
TALENTS OF STUDENTS**

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*Abstract.* The article focuses on providing of specialized classes. The author proposed using scientific heritage of V. O. Suhomlynsky in the teachers' work. Today in the school course there is a very large amount of scientific knowledge from different fields of human professional activity. Speaking of own talents of students, then they do not have a

*thorough implementation of these conditions, as a child is unable to understand what kind of subject is really interesting for him. Also in this article highlighted the problems considered by V. O. Suhomlynskiy in his works.*

*At the same time, the author says about specific talents of every person, every human has more specific guidance activities: for some it's sciences, for others the Humanities, depending on their aptitudes and characteristics of development and individual qualities. Here, says author, we can see the same problem faced by the modern school of education: students have to study those subjects and specialties they are not only interested in, and those in which they were unable to get enough of comprehensive understanding. It is believed that a large amount of knowledge students acquire during self-education, but in most cases, a large amount of subjects leads to self-isolation that is really interesting to a specific individual.*

*And so, as the researcher thought one must help the student in every way to develop a "spark of talent".*

*Note it was only agricultural activity group. Others have also worked actively and effectively. Thus, all students received the opportunity to try their hand at various professional fields, "adult" activities.*

*At the same time, unfortunately, in many cases, if society forgets this approach, mumbling it, but does not put in practice. A kind of "relief" of the situation at the school is a specialized class, which is devoted to this article, but in essence their professional focus must not be neglected having no real direction at future activities of the individual, and talents can also be lost.*

*The author considers the research themes of scientific heritage of V. O. Suhomlynskiy and using his idea of supporting the development of the talents of students.*

**Keywords:** *talents of students, V. O. Suhomlynskiy, education, teacher, specialized classes.*

*The introduction to the articles start with an explanation of the fact that currently in the school course there is a very large amount of scientific knowledge from different fields of human activity. This is understandable because the current level of scientific and technical progress and maturity of the social sciences, require specialized knowledge and the school is trying to provide them at an early stage of education of a present person.*

*However, it also creates a number of problems. Yet, most of the students cannot absorb all the knowledge offered at school, in full and at the same time.*

*About a deep understanding of the subject in this case it does not go. Maximum, which is reached is arrogant knowledge in all fields, alongside the student's own social sphere may suffer, he or she does not have enough time and energy to develop friendly relations with peers, finding agreement with the team, and so on.*

*The most rampant the whole process takes in high school, where classes are more focused on the accumulation in the student's memory of a broad*

body of knowledge, some disparate theoretical data being not linked directly.

Thus, the student is in a situation where he must constantly remember and use the knowledge to which he has never deepened and never understood their practical application or the nature of concepts.

Another serious problem is the issue of updating the educational process in a professional sense. The modern pace of life leads to the fact that the makings of professional knowledge and simple skills should be provided while studying at school, but the theoretical orientation of the acquisition of knowledge does not provide such an opportunity.

Speaking of own talents of students, then they do not have a thorough implementation of these conditions, as a student is unable to understand what kind of subject is interesting for him. Thus, the whole process of learning becomes a mechanical accumulation of theoretical knowledge, that in the future is easily “erased” from memory and not used by a man.

And in the professional development a person should receive it again, almost from the very beginning, because there haven't been laid sufficient foundations.

At the same time, all these problems are to be solved in today's conditions.

Therefore, specialized classes that are divided by some major direction, such as historical and philological or physics, mathematics, and so on are becoming more common.

The students of this class are able to deepen their knowledge in relevant areas rather than trying to “grasp the immensity”. This allows them to penetrate truly into the essence of objects and build pain-depth foundation for future professional expertise.

*The overview of publications on the subject* suggests that the modern school increasingly introduces specialized classes. At the same time, there are significant problems with the “recycling” of existing textbooks under the new requirements, which define more insight into the nature of objects, but cannot always provide sufficient space for student and really to focus on its future activities in a professional sense [1].

This article will *formulate the objectives* that we need to highlight the problems considered by V. O. Suhomlynsky in his works and to understand how his teaching experience may be used in the present conditions for achieving better results.

*Materials and methods* of the research are the works of the eminent teacher V. O. Suhomlynsky and their analysis in terms of modern pedagogy and existing problems in it.

*The results and their discussion* we begin, first of all, with the analysis of V. O. Suhomlynsky looks at the problem of talent development. He believed that every child has a talent, but being undiscovered and understood, it means only that the teacher was not sufficiently attentive and interested in this.

The researcher said: “The main thing is the ability to note each child's strengths, to ensure that it received its implementation and development in activities so that a child's personality sparked.

Awareness of their success in any specific case is for the child a powerful source of moral dignity, the source of moral stability and overcome of difficulties in other cases” [2].

In any child V. O. Suhomlynsky was ready to see and discover the opportunities, those talents and abilities which even she or he had no idea of.

At the same time, an outstanding teacher knew that every person, every human has more specific guidance activities: for some it's sciences, for others the Humanities, depending on their aptitudes and characteristics of development and individual qualities.

Therefore, it should be noted that V. O. Suhomlynsky realized that no one has the right to forcibly send the student to the activity which he is not inclined to and unpleasant and in case the knowledge does not cause a desire to deepen and expand its practical application.

If you do something like that, thought the teacher, the result can be a child's disappointment in the activity, the emergence of her or his indifference or even aversion to learning and, therefore, the main purpose of the teacher is not reached, and the talent, the whole student's potential dies, never seeing the light.

Here you can see the same problem faced by the modern school of education: students have to study those subjects and specialties they are not only interested in, and those in which they were unable to get enough of comprehensive understanding. It is believed that a large amount of knowledge students acquire during self-education, but in most cases, a large amount of subjects leads to self-isolation that is really interesting to a specific individual. However, there is an option when the student does gets aversion to education and does not want to spread knowledge even in areas that he was once interested in.

V. O. Suhomlynsky argued that every child is different from the rest not only by the internal features of his character, but also by physical qualities. Thus, for mental activity different power manifestation will be required.

And, therefore, imagination, memory, observation, attention and thinking are different in depth, stability and speed of the flow, and in qualitative terms. In addition, for each of the students they will have their own, individual feature.

The “School of joy” by V. O. Suhomlynsky noticed that different children demonstrate differing results.

Thus, those who showed good results in chess and developed mathematical thinking could be weaker in other disciplines at the same time, the rest of the students, although developed discipline intelligence — did not show significant results. It could be noted that chess for them is still only a game, they do not directly connect with the surrounding reality [3].

Note that V. O. Suhomlynsky has always combined in his work such a thing as “talent” and “work”. He believed that true talent is reflected in the fact that a man creates by his hands: his work, his creation. V. O. Suhomlynsky said that everyone can be a creator, and the task of each teacher and the school as a whole, he saw in revealing this feature in full, this inner ability of each person and child.

And so, as the researcher thought one must help the student in every way to develop a “spark of talent”.

V. O. Suhomlynsky writes: “Recognize, identify, disclose, cultivate, bring up in each student his uniquely-individual talent means raising the personality on high flourishing of human dignity” [3].

Among the qualities of this man V. O. Suhomlynsky most of all wanted to develop the ability to see and create something new and beautiful. He directed all work to ensure that each of his students did exactly what he most wants.

Yet, there has always been in Pavlysky high school a large number of different clubs and student associations. They were for the most part related to future professional activities. These were the groups, “agriculture”, “metallurgy”, “radio”, etc.

They brought students to the profession. At present in the museum at Pavlysky school working models seeders, winnowing, which once used by students to grow wheat at a school activity, collect and process it can be seen. Students even baked their own bread school [5].

Note it was only agricultural activity group. Others have also worked actively and effectively. Thus, all students received the opportunity to try their hand at various professional fields, “adult” activities.

So, in the future the choice of profession was not ‘blind’ because the child has already had the opportunity to join the professional future of their own experience.

*Conclusions of the research work* on the outstanding teacher V. O. Suhomlynsky can be done as follows: the school is able to give each student a choice, a variety of destinations that one can choose. You can direct students in specific areas of activity, divided by class in some industries and subject areas.

Basic, primary knowledge must be stored as V. O. Suhomlynsky considered, but each should have some creative possibility of free choice of direction.

This right of the individual to which no one can encroach, as in this case, all the forces that could be aimed at work will go on destructive direction.

For the modern school it is necessary to consider not only the amount of knowledge that should get the child, but the amount of knowledge that he is able to receive.

Thus, it is necessary to understand not only the needs of society, but also the needs of the child, which corresponds to the humanistic orientation of V. O. Suhomlynsky views and features of “humanity” in general.

At the same time, unfortunately, in many cases, if society forgets this approach, mumbling it, but does not put in practice. A kind of “relief” of the situation at the school is a specialized class, which is devoted to this article, but in essence their professional focus must not be neglected having no real direction at future activities of the individual, and talents can also be lost.

V. O. Suhomlynsky once said, ‘Education means skillful, clever, wise, delicate, heartfelt touch of each of the thousands of faces, find the one that, if to polish it as a gem, will shine as unique human talent, and its sparkling will bring a man personal happiness’ [4].

The reasons that lead us to specialization are associated with the rapid development of our society and it is clear that in this sense specialization at an early stage of the child's education at school is necessary. Therefore, it is important to note at once and support talents of each student, the manifestation of who is observed.

At the same time we, as well as educators of V. O. Suhomlynsky times, strive to complete the development of our children, the greatest manifestation of them as a whole person. We wish they work, not just for financial status, but also with the desire to do what they desire and love.

We aim to develop the talents of each child and find the best. And there is nothing more important, than to give our students opportunities to express themselves.

To understand what place they occupy in the world, to find their own path and gain knowledge and skills not as “must” but because “there is a desire”.

This is idealistic goal, but some moves in this direction have already been performed and a balance between society's needs and inclinations of each individual may be found in the future.

And therefore it is necessary to support the talents of students now, give them the opportunity to develop themselves and take the initiative, to understand what they want to learn and understand the reasons for this process.

*Prospects for further research* in this direction can be seen in attempts to apply some best practices that have been proposed by V. O. Suhomlynsky in today's reality.

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**THE ROLE OF DIDACTIC PRINCIPLES IN TEACHING  
FOREIGN LANGUAGE SPEECH ACTIVITY IN  
CONTEMPORARY APPROACH TO TEACHERS' TRAINING**

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**Abstract.** *The article defines and specifies the role of specific didactic principles in the process of foreign language teachers' training in European context.*

*The purpose of foreign language teaching in general and practical purposes of teaching the subject in particular were for a long time confined to the development of oral language skills. Other language activities were regarded by additional means of teaching. Society social need for specialists whose oral and written forms of foreign communication are equal led to the appearance of scientific papers that prove the expediency of interconnected teaching of different speech activity types.*

*To prove this authors show that properly grouped didactic principles are essential in teaching a foreign language, in particular, in the development of foreign speech skills of future English teachers, because they include all the necessary components for the successful mastering a foreign language and the development of students' creative personality.*

*Such principles are basic provisions of interaction between teachers and students and they determine various aspects of teaching: content, methods, tools, forms; these very principles reflect the general requirements for the formation of teaching content and organization of the educational process. The subject "Foreign Language" has specific characteristic which means not only knowledge accumulation but the process of mastering foreign language communicative activity by students.*

*Due to this fact the authors singled out the most essential didactic principles of the organization of teaching foreign language activity of future English teachers.*

*The development of foreign speech skills of future English teachers in the process of mastering a foreign language information is unlikely to be carried out without the principle of reflective activity, namely: the development of introspection, self-esteem, self-education, self design of own activities.*

*The principle of complete mastering studied material is one of the main linguodidactic principles in the development of foreign real language skills of future English specialists as knowledge of a foreign language must be constantly replenished and repeated with previously studied material.*