

I am proud to lead a Government ... (T. Blair); Europe's shores are our shores. Europe's borders are our borders. (R. Reagan).

The *contrast* is used to attract the attention of the audience by contrasting events and facts. For example: I would be *proud* – proud but also *worried* ... (M. Thatcher); whether it wishes us *well* or *ill*. (J. Kennedy) [4].

Thus, the implementation of psycho-pedagogical conditions of formation of the English public speaking skills for future politologists suggests an organization of the learning process, which would imply the formation of the learner's skills to build their speech behavior in accordance with the existing canons of the speech model of modern Western European rhetorical ideal.

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COMPONENT STRUCTURE AND CRITERIAL UNIT OF SELF DESIGNING OF PROFESSIONAL DEVELOPMENT OF FUTURE MUSIC TEACHERS

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Abstract. *This article is devoted to a problem of self designing of professional development of future music teachers. In this context self designing is defined as the difficult integrated personal creative activities of the student directed on self-development and professional self-realization.*

It is noted, that relevance of self designing is explained by the modern demands set by society to young specialists that define need of modernization of higher education system.

The article considers the component structure of self designing of professional development of future music teachers which is provided by such components as:

motivational-volitional, cognitive-designing, creative-pragmatic, reflective-prognostic. Each of the revealed components performs a certain function, among which are activating, incentive, organizational, developing, evaluation and transforming functions.

Besides, on the basis of the analysis of manifestation of markers on a development level, in article there are determined three levels of self designing of professional development: intuitive, consciously-exploratory, efficiently-creative, at each of which different degree of mental and creative activity is shown.

Keywords: *self designing, professional development, self-development, modelling, road map.*

Socio-economic and political processes that take place in modern society have a direct influence on the content of the training of future specialists in all areas and determine the need to modernize the system of higher education. The main priority of every person is to obtain higher education which not only allows you to master a number of professional competence but also gives the opportunity to work independently and creatively, flexibly adapt to the changing conditions of the labor market, quickly select the effective life strategies, effectively raising the professional level during the whole life. Humanistic approach to education, in line with the needs of future professionals considers the student as a subject of professional development through self-actualization and self-improvement plan of his personal and professional self-development.

Planning of professional advancement is gaining sense and a qualitatively new level, in particular, subject to the implementation of the process of design technologies the effectiveness of which is explained in the works of many teachers-scientists (D. Dewey, I. Ziaziun, V. Slastionin, and V. Sukhomlinsky and others). Using design techniques in this context allows the future specialist to create a project of their own self-development, which is based on the idea of creating the desired professional image and develop a plan to achieve it. Such a process in contemporary sources of self designing activity and creative nature of which makes it relevant in any field of human activity, in particular in the field of music and teacher education.

The problem of self designing as a manifestation of human nature has been studied in a philosophical context (Jean-Paul Sartre, V.Soloviev); as a practical psychological techniques - in psychology (V.Kleyman, A.Leontev and others). In study of self designing is defined as self-development design (A.Smolyar), as a process of producing an image of high quality specialist and planning to achieve this image (V.Bezrukova)

as activities necessary for self-actualization and self-formation of professional consciousness (O.Ostapchuk).

Effective step for self designing of professional development in the process of obtaining music-pedagogical education is considered the process of earning a Master's degree. This is due to the fact that before earning a Master's degree the student has already had a certain level of professional maturity and formed a system of priorities that is accompanied by the deepening of the sense and correction of teaching methods of special (music) disciplines. Development of a conceptual framework and development of a methodology of self designing of professional development of graduate students in the process of musical education at the pedagogical university in a large extent depends on the understanding of self designing structure and diagnostic of the levels of formation for the ability to self designing of the future professionals.

The purpose of this paper is to determine the component structure of self designing of professional development in the course of music education under Master's programme at pedagogical universities and justification of criterion apparatus of the studied phenomenon.

Self designing of professional development in the course of music education under Master's programme at pedagogical university is an understudied issue but our research has revealed that this complex definition combines the features of self-processes and design as well as is determined by understanding of the development paradigm in the context of specific conditions such as preparation of a Master Student in the field of music pedagogy. By generalizing analyzed scientific interpretations of these concepts, we define self designing of professional development in the course of music education under Master's programme at pedagogical universities as personally motivated individual creative activity of a Master Student, aimed at modeling and achieving the ideal image of a professional specialist, during which the student designs, evaluates and adjusts vector and the means of their self-development.

Self designing structure of professional development of a Master in the course of music education under Master's programme at pedagogical universities includes the following components: motivational-volitional, cognitive-designing, creative-active, reflective-prognostic. Let us consider them in more detail, as based on the self designing components there have been developed criteria and indicators necessary for further diagnostic studies.

Motivational-volitional component is considered as a catalytic force of self designing as motivation, which, according to the reference literature, is a set of incentives that determine the nature and content of human activity, acts as a catalyst component of learning as well as teaching activity [5, p. 81]. Motivation is a certain structure, according to research of B.Dodonov: is satisfaction from own activities, the direct relevance of its results for the individual, the motivating force of "award" [2]. Volition, which is expressed in the ability to cope with internal and external adverse conditions and to subordinate one's activity to certain tasks, is the second composite of motivational and volitional component [3]. It will allow a student to consciously control his activities by following the designated path. On this basis, the motivational and volitional criterion performs a catalytic function and incentive to stimulate active positive attitude towards self-development, reinforces the direction of the positive changes in personal and professional life. Motivational-volitional component is determined by the active interest in professional activities, conscious need for self-improvement and taking responsibility for it, commitment towards the goal achieving.

Cognitive-designing component involves the formation of a system of knowledge about design, self designing, self-concept; understanding of the functioning of self-processes regarding the chosen field of activity. This knowledge forms the cognitive experience, which by definition of T.Stepanova, is a system of knowledge, realizing of which ensures the formation of a scientific paradigm of the world and allows for a dialectical approach in practice. This cognitive experience becomes the basis for the practical implementation of the principles of self designing. And the first step in this direction is to create a model of self design in the form of so-called "road map".

Creating of a "road map" connects consciousness, strategy and self-development plan, allows to plan time for the steps to success, to predict the profitability of the scenarios, select the optimal performance and cost of the path on the basis of the information available on all aspects of self designing, including accounting of possible alternatives. Same manner cognitive-designing component implements organizational function and becomes a resource for the further self-design.

Creative-pragmatic component is to create a self-concept of the future expert: both real and the ideal; revitalization of the subject in the way of creativity, the choice of methods and technologies self designing of professional development; laying the foundation of lateral thinking and

professional mobility. This component, we consider as a "trigger mechanism" actively-activity phase of self designing. Modern science defines creativity as activities that result in the production of something new [4]. At the same time, it is important to note that the phenomenon of creativity is the basis of the creative nature of the activities of the teacher, especially in the realm of art. This component allows to admit the existence of other, alternative scenarios, engage the imagination of the design in order to create in the minds of possible events and achievements. Also, it causes the willingness to seek and accept the new information and the ability to recover from the "comfort zone" required for any qualitative changes in personality. Creative-activity component implements the developmental function and leads to the creation of a brand new product of individual action that is the project of self-development.

The last component is reflective-prognostic. This component involves the reflection of current results of their own potential and prospects, evaluate the effectiveness of selected methods of self designing, forecasting further steps. At the same time, according to the statement B.Vulfov, reflection should not act as a statement of deficiencies, but as a stimulus and a resource for coping [1]. On the basis of self-reflection becomes possible to forecast the optimal trajectories of self-development. Thus, the reflective-predictive component implements evaluation and transforming function that allows you to not only become aware of their capabilities and resources, but also to streamline further reforms in order to repay the destructive effect of exogenous and endogenous stress factors.

Thus, identifying the structural components self designing of professional development, we have identified the main criteria and indicators by which we can determine the level of development of the ability for the self at graduate students in the process of musical education at the Pedagogical University: value-motivational, cognitive-organizational, creative-operational, analytical-predictive. Value-motivation criteria implies a need for professional self-improvement, in the context of the chosen specialty, interest in the work in the specialty on the background of awareness of self-worth of art pedagogy, the responsibility for self-development in the professional field. Cognitive-organizational criterion is reflected through the level of development and organization of special competence, availability and system knowledge on the concepts of self-development, self designing, project activities; the ability to use existing knowledge in practice. Creative-operational criterion is determined by the creative activity in learning and practices, originality

formed self-concept, creativity in making professional decisions. Analytical-predictive criterion lies in the ability to adequately assess their personal and professional qualities, analyze and evaluate the special features (as your and the recipient), and based on this analysis to predict the effective development of the subject by selecting the most effective programs.

Manifestation of indicators on the level of development, awareness and consistency allowed us to distinguish three levels of formation of the ability for the self professional development in graduate students in the process of music-pedagogical training: an intuitive, consciously and actively search and creative. Intuitive level is considered as an initial when self designing of professional development is understood as the issue which is not based on knowledge of the system is implemented "on a whim", appears in the form of desires and situational decisions. At this level of creative activity is not directed to self-development and is a conscious sign of chaotic change. Self-concept is not specified, is formed at the level of imagination and weakly coupled with the evaluation of their abilities, capabilities and needs.

Consciously search level is manifested through a developed understanding of the need for professional development, the interest in methods and techniques of training and professional level, but when there is insufficient awareness of the level of responsibility for their own self-development is already in the process of learning. A student at this level is aware that it is possible to choose the path of self-development effectively, but the lack of an information base creates obstacles and confuses the student. Also, for this level of planning is characterized by its self, but it is a weak individual creative and not clothed in the particular form of the project. The students are able to adequately assess themselves, but they barely manage to predict, on the background of the original data, the further path of self-development.

Active and creative level, the default is as high, that is, the student at this level has a conscious understanding of the phenomenon and technology of self designing has a theoretical basis of necessary concepts and actively ready to design your professional self-development on the basis of the generated real and ideal self-concept. At this level, the project of self-development of the student, the central component of which is the image of the ideal professional is estimated as the product of creation, built on an understanding of their strengths and resources, and taking into account the prospects for the labor market.

Self designing of professional development has a complex structure, due to a number of assumptions. However, the identification of the component structure of this phenomenon makes it possible to justify the characteristics and specificities of complex integrated self designing activity and allows us, based on the selected structural components (cognitive-designing, creative-pragmatic, reflective-prognostic) to develop criteria and indicators of the ability for the self professional development. The degree of manifestation and of formation of these indicators reveals the levels of the development capacity for the self professional development of graduate students in the process of musical training in pedagogical universities that further research will be the basis for a diagnostic experiment.

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**THEORETICAL AND METHODOLOGICAL ASPECTS OF
FUTURE PRIMARY SCHOOL TEACHERS' TRAINING FOR
THE FORMATION OF YOUNGER STUDENTS' CULTURE OF
THINKING**

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Abstract. The article considers theoretical and methodological aspects of would-be primary teachers' preparation for the formation of younger students' culture of thinking; there have been elaborated guidelines concerning the formation of non-conventional