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METHODOLOGICAL PREREQUISITES OF FORMING FUTURE TEACHER'S CULTURE OF FEELINGS

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Abstract. *The article presents theoretical background for experimental work aimed at purposeful formation of future teachers' culture of feelings. It has been shown, that it is the integration of knowledge on Pedagogy, Philosophy, Psychology and Culturology and other subjects that is determinative in choosing definite conditions of the formation of future teachers' culture of feelings in their academic and professional training.*

The processes of society modernization in some ways determine the changes in people's views and spiritual orientations. At the same time one can observe some undesirable tendencies towards ruining the human nature wholeness, towards disbalance of human feelings with dominating hypocrisy and lowering the level of empathiness. Considering this, the urgent problem of the present time is the problem of implanting personality's culture of feelings, which is developing in terms of person's value orientations and moral and aesthetic ideals.

In order to carry out this activity, teachers should expertise in feelings, their role in establishing harmonious relationships with surrounding people; to be able to show their feelings in socially accepted and approved way. Taking this into account, the task is set for pedagogical education to provide future teachers with certain knowledge about their own feelings, to teach them to understand their own and other people's emotional states; to give the idea of the ways of showing their own emotions and improve the ability to control them.

Keywords: *culture of feelings, emotional sphere, culturology, psychology*

Modern stage of Ukrainian life is characterized by political, economic, spiritual changes related to nationhood and *sovereignty* establishment. Social renewal of society involves activation of nation's spiritual potential. The processes of society modernization in some ways determine the changes in people's views and spiritual orientations. At the same time one can observe some undesirable tendencies towards ruining the human nature wholeness, towards disbalance of human feelings with

dominating hypocrisy and lowering the level of empathiness. Considering this, the urgent problem of the present time is the problem of implanting personality's culture of feelings, which is developing in terms of person's value orientations and moral and aesthetic ideals.

A necessary component of culture of feelings is awareness of feelings and their manifestations in personality's daily life, as well as carrying out any activity, especially forming pupils' culture of feelings, is impossible without that. O.Yakovleva notes, that perception of one's own feelings is the prerequisite for perception of one's own individuality. M. Kuznetsov emphasizes the fact that predominance of positive or negative character traits of a person depends on his/her emotions and feelings as well as on person's individual and typological peculiarities and educational influences. Considering this, the scientist states that in the process of learning it is necessary to provide the conditions for harmonious formation of future teachers' culture of feelings, and, as a result, to improve their competence in terms of forming children's skills to control their feelings (anger, disquietude, fear, guilt, shame, sympathy, compassion, empathy, pride, nobility, love, etc.); to teach children how to understand their emotional states and reasons for them.

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It should be noted, that without having any knowledge about feelings and their role in people's life a future teacher will not be able to form his own and his future pupils' culture of feelings. So, the knowledge about feelings is an important component of future teachers' culture.

Let us consider the informative aspect of the theoretical part of experimental work on forming future teachers' culture of feelings, based upon the optional course "Bases of forming future teachers' culture of feelings" calculated for 45 teaching hours (1,5 credits), including 8 teaching hours for lectures and seminars, 28 hours for practicals and 9 hours for students' independent work.

At this stage such a pedagogical condition as "the integration of social and humanitarian, psychological and pedagogical cycle's subjects"

was being implemented at lectures and seminars on this course, as well as on “Psychology”, “Pedagogy”, “Bases of Teaching Art”, “Sociology”, “Culturology”.

The educational material of the first lecture of the optional course “Phenomenon of Culture of Feelings in Theory of Personality’s Emotionality” was developed with the aim of familiarizing students with the historical context of uprising the theory of human emotionality; the origin of the concepts “culture”, “emotions”, “emotional stability”, “emotional sphere of a person”.

In this context the lecture’s material included such problems as “Terminological background for the theory of human emotionality” and “Dynamics of the development of scientific notations about the phenomenon of emotional culture and the culture of feelings”.

First of all, the evolution of the concepts of “culture” and “emotions” in historical and philosophical aspects was considered at the lectures. Students came to conclusions that the theory of human emotionality originates from scientific works by B. Ananyev, L. Vygotskiy, S. Rubinshtein and others.

Besides, the students’ attention was drawn to the existence of the wide range of human emotional expressions. Then future teachers learned, that “emotional culture” is a part of more wide notion of “psychological culture” covering all the human personality, and the formation of emotional sphere of a person is an important condition for the development of his/her personality.

For the purpose of fundamentalization of the knowledge obtained, the students were offered to participate in debates “Theory of Emotions – Past and Present”. Before conducting the debates the students were offered to prepare short reports with the analysis of different theories of human feelings and emotions (ontological, biological, informative) and prove, that this very theory has the conceptual meaning for comprehensive understanding in forming human as a personality. During presentations and discussions the students pondered over the complicacy of the theory of human feelings and emotions, they realized, that there is a great number terminological units reflecting the phenomenology of human emotionality, for example, “emotional sphere”, “emotional culture”, “culture of feelings”.

The second lecture “The culture of human emotions and feelings” was dedicated to the consideration of the personality qualities and traits related to the level of a person’s emotionality. They are the following:

emotionality, emotional sensitivity, emotional stability, emotional intellect, empathiness, communicativeness, emotional regulation, etc. At the same time, each of these traits was analyzed in the form of “feeling ensemble”. For this purpose, the students were offered to match each personality trait to the variety of feelings manifestation reflecting their presence or absence. For example, empathiness was characterized by such attributes as tact, delicacy, kindness and others.

The lecture “Functionality of modern school teacher’s culture of feelings” was dedicated to the analysis of those inner personality features (emotions, feelings, psychological peculiarities and nervous system peculiarities), which are of high priority for the job of a teacher. For example, the students were offered to consider the material concerning emotional expressiveness, emotional regulation, emotional maturity, emotional orientation etc.

The final stage of this job included students’ development and presentation of their own strategy of emotional sphere improvement and gaining the culture of feelings “Teacher’s culture of feelings is the path to professionalism”. In the frame of this work future teachers have developed and represented the strategy containing some planned steps to improve emotional sphere. They have demonstrated their use of the potential of emotion and feelings in future work.

In such a way the students gained knowledge about emotional states variability, integrated existing knowledge on psychological subjects to the system of knowledge concerning professional context of feelings culture. At the same time, the students developed clear personal attitude towards emotional sphere significance, realized the necessity of emotional sphere improvement, formed axiological attitude towards their future work. This job involved, first of all, enrichment and improvement of the system of teaching information which elicits functional and professional potential of future teacher’s culture of feelings; revelation of conceptual background for the development of teacher’s work content in terms of culture of feelings.

Together with the implementation of the optional course the enrichment of students’ understanding of the variability of human emotional expressions, diversity of personality’s emotional states and feelings took place in the process of studying the subjects “Psychology”, “Pedagogy”, “Bases of Teaching Art”, “Culturology”; some of their topic were complemented by some additional information on future teachers’ culture of feelings. For this purpose some preparatory work was carried

out with teachers who teach the subjects mentioned above; cooperation with these teachers contributed to students' more profound understanding of the essence and the role of emotions and feelings as well as variability of their expressions in teacher's work.

First of all, the material of these subjects was complemented by some additional tasks, which allow revealing the meaning of the theory of human emotionality, some topics for students' independent work were added. Thus, we tried to make the contents of the subjects more powerful and interesting by means of additional information with the purpose of revealing and actualization of human emotional sphere potential for future career of a teacher.

In Psychology class significant attention was paid to students' gaining ability to recognize their own emotional state as well as other peoples', to understand and accept their emotional peculiarities. A great attention was drawn to the problem of teachers' burnout, which is considered as an undesirable state, acquired in the process of professional pedagogical activity and is often the result of long-term stress. The connection between burnout and stress was noted; H. Selye considered it as non-specific and protective reaction of the organism in response to psycho-traumatic factors of different nature. Burnout includes three stages of stress: 1) nervous (uneasy) strain caused by chronic psycho-emotional atmosphere, destabilizing situation, excessive responsibility, problems of contingent; 2) resistance, i.e. resistance, when a person is trying to protect himself from unpleasant impressions; 3) exhaustion – depression of psychological resources, lowering of emotional tonus, which is caused by the fact, that the resistance was ineffective. It was emphasized, that emotional strain is accompanied by muscular strain. To regulate one's state of health it is necessary to be able to relieve muscular strain.

In Pedagogy class our attention was paid to the development of students' feelings of responsibility, justice and emotional intelligence. Interviewing future teachers, it was determined that, a fair teacher possesses such qualities as honesty, decency, understanding children, fidelity to principles, objectivity, conscience, trust and kindness. Recalling situations happened in their school life, they noted that teacher's injustice often affected pupils' marks, when despite students' knowing educational material well enough, a teacher underscored them because of their misconduct of his/her own unfriendliness to them. Such attitude caused resentment and, in some cases, disdain towards this teacher.

We have also paid special attention to the fact, that teacher's injustice can be caused by his/her impulsiveness or emotional expansiveness. Together with the students we have come to conclusion that feelings are of great concern in the process of knowledge, abilities and skills acquisition. We were pondering over the fact, that in case a teacher conveys the ideas from a textbook in a competent, consistent and accurate way, but doesn't stand his/her ground concerning this idea, doesn't open his/her mind to pupils, doesn't let them penetrate into his/her feelings, thoughts, pupils' answers will be insincere and meager. Teacher's sincere, emotional communication, in students' opinion, helps break the ice, cause positive emotions and feelings, enjoy communication. So, communicative abilities should be developed.

It was also noted, that the formation of empathy is of great importance in teacher's work; it is regarded is the ability to perceive and understand a child; the ability of emotional flexibility and self-regulation, which is characterized by the ability to keep calm, control oneself whatever the circumstances are, no matter what external factors provoke emotional breakdown. It was emphasized, that in order to succeed in their work future teachers should master pedagogical technique which includes the formation of abilities to use their psycho-physiological mechanism in educational impact, the abilities of mastering the techniques of self-control (control one's organism, spirits, speech, attention and imagination) and the techniques of influence upon others (by verbal and non-verbal means).

In Culturology class the attention was drawn to the development of future teachers' empathiness to various cultures. First of all, it is connected to the fact that Ukrainian schools are attended by the children belonging to different nations and different cultures. With this aim the lecture "Peculiarities of Interpersonal Relationships in Different Cultures" developed according to the principles of culture relativity which plays an important role in intercultural communication and demands respect and tolerant attitude towards other culture's norms, values and code of conduct. It was emphasized, that non acquaintance with traditions of other cultures can cause some misunderstandings when communicating with representatives of other nations. Such knowledge is also of great importance in teacher's work, as long as they have to work with different children.

In these classes it was noted, that in order to carry out successful interaction in situations of intercultural communication a teacher should possess the following qualities: respect for others despite their belonging

to other culture; tolerance to other people's opinion and traditions; acknowledgement of cultures diversity; wide knowledge and familiarity with other culture; tact in communication; good manners; ability to forgive etc.

Considering all that, one can conclude, that actualization of knowledge on different subjects contributes to realization of the significance of the culture of feelings in future work. All this information forms the methodological background for revealing definite forms and means of implementing different pedagogical conditions in future teacher's academic and professional training.

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CONTENT-BASED BILINGUAL EDUCATION: THEORETICAL PERSPECTIVE

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Abstract. *The paper deals with the content-based bilingual approach. Especially its theoretical background is considered. In recent years content-based bilingual education has become an interesting alternative to more established forms of foreign language teaching in a number of European countries. This can be explained by the fact that high proficiency in a foreign language has become an important goal in education and that teachers are no longer satisfied with the results of traditional language teaching, including communicative approach. Content-based bilingual education is, in general, regarded as superior to traditional mainstream approaches.*

This approach has not been integrated into any learning theory or foreign language learning theory, and there is not much empirical research which tells us why learning languages and non-language subjects through a foreign language works so well. There