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THE DEFINITION OF THE NOTION “FOREIGN-LANGUAGE INTEGRATED SKILLS”

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Abstract. *In this article the author demonstrates the problem of the definition of the notion “foreign-language integrated skills”. The definition of foreign-language integrated skills is defined. It has been found out that the essence of the concept of “integrated foreign language skills” - the ability of pupils to participate in two activities, one of which is the main and the other one is subordinate. The peculiar features of the concept of “integrated foreign language skills” are described: at the lessons pupils can pay their attention to the production and perception of foreign language speech on semantic aspect of the studied material; foreign language has become a means to acquire new knowledge, skills and abilities of any actual present courses. The introduction of integrated teaching skills at foreign language lessons is investigated: at the lessons integrated skills provided the way out of a foreign language from not speech closed space and gave it the status of speech, communication discipline. In today's world the key to successful professional activity of any specialist is active mastering the foreign language both in cultural-community level and in the field of professional communication. Knowledge of a foreign language in today's society is a necessary part of the professional and personal life of every person. This fact defines the relevance of this article. It is possible to say if it is organized the development of integrated skills, taking into account the necessary requirements, mentioned in the article, then they will provide a way out of the vicious foreign language not speech space and give it the status of indeed speech, communicative discipline, and all the young citizens of Ukraine will have the great opportunity to master this discipline in native country not worse than abroad. It is possible to consider*

integrated skills a component of content of teaching foreign languages. The research's a promising direction for the development of integrated skills.

Keywords: *integrated skills, the definition, the notion, integration, pupils, integrated activities.*

In today's world with the expansion of international relations in the political, social, economic and cultural spheres of society, the role of foreign language into the integration of Ukrainian educational and scientific organizations of the world community grows significantly. The key to successful professional activity of any specialist is active mastering the foreign language both in cultural-community level and in the field of professional communication.

Knowledge of a foreign language in today's society is a necessary part of the professional and personal life. This fact defines the relevance of this article.

The purpose of this article is to research the problem of the definition of "integrated foreign language skills".

Hence the task of our research:

1. Determine the nature of the concept of "integrated foreign language skills".
2. Describe the peculiar features of the concept of "integrated foreign language skills".
3. Investigate the introduction of integrated teaching skills at foreign language lessons.

According to documents on the modernization of vocational education, learning a foreign language should be built on interdisciplinary integrative manner; training should be directed at the development of comprehensive and multi-professional competencies of pupils [2; 8].

In this connection modern methodology in detail - Language Integrated Learning - CLIL (Content and Language Integrated Learning) seems interesting and relevant. The term was introduced by D. Marsh in 1994 to denote the set of methodology of studying content (any subject) through foreign or second language, during this process the language itself is studied. D. Marsh refers CLIL to situations where the whole academic subject or a part thereof is taught through a foreign language with a dual purpose - the simultaneous studying of content and a foreign language [4]. According to K. Bentley, CLIL is a new approach to education, where subjects are taught through the medium nonnative language [3].

It is important to note that the concept of integrated teaching of the subject and the language (CLIL) appeared in European ground not accidentally, but as part of the linguistic and cultural policy of a united Europe (European Commission's Language Policy), which is a multicultural and multilingual community. This approach, partly based on the methodological principles of the concept of "immersion" ("language immersion"), recognized by the European Commission, is very important because it focuses on providing pupils with opportunities to apply new language skills now, immediately. It changes an adapted methodical system - learn the language now and apply later. Besides studying the language on a "language immersion" does not require additional hours in the curriculum that is of special interest to professional schools [1].

Integration processes in vocational education in recent years occupied more and more important place because they are aimed at implementing new educational ideals - the formation of a personality's coherent system of knowledge and skills, the development of their creative abilities and potential. Therefore, investigation of an integrated approach to learning does not lose its relevance. In the days of Y.A. Komenskiy, scientists paid attention to the integration of knowledge.

Integration promotes a holistic and systematic learning of the world. These general concepts are related to the using of integrative connections in the study of any subjects.

R.Y. Martynova mentioned in her scientific research which is contained into A.M. Bogush's monograph "Linguodidactic Principles of Speech Communication" R.Y. Martynova defines that the problem of foreign-language real-verbal communication, where pupils actually would be able to show their knowledge remains unresolved; and here comes the impossibility of real communication in a foreign language, even for those pupils who seek such communication to the full extent of their capabilities.

That is why it is necessary to mention the attempts by some researchers (V.L. Skalkin, 1981; E.I. Passov, 1991, R.Y. Martynova, J.M. Lelitsa, 1998) to strengthen the communication tasks making them as real, actual as for the composition and available as for linguistic characteristics for spontaneous communication.

In this regard, R.Y. Martynova proposed to take an additional component into the structure content in teaching foreign languages: integrated skills and integrated activity, respectively. In the process of this activity integrated skills will develop.

The term "integration" in philosophical aspect means "full, complete, undisturbed process or activity that has integrity, communication, reproduction unity as a result... In Smed's teaching about the state under the "integration" is referred a constant state self-healing through mutual penetration of all kinds of activity directed against it".

Linguodidacts do not give an interpretation of this term, so R.Y. Martynova in her article "Approaches and Methods of Teaching Foreign Languages " defined it her own. We have analyzed this work by R.Y. Martynova and found that the author, working out the topic, gave examples of approaches, analyzed them and made the following conclusions: there are two types of activities in learning a foreign language. The first activity that comes to the fore in learning is a cognitive-semantic activity. The second type of activity is a foreign language oral speech activity. Coeducational activities are integrated, and foreign-language communication skills and the ability to discuss different issues (on the basis of relevant knowledge) are integrated. We repeat this fact by Y.R. Martynova [1].

Of course, studying any integrated course in a foreign language, pupils should turn their attention to the production and perception of foreign language speech on semantic aspect of the material being studied. That's why it is necessary, firstly, to have a sufficient pre-set level of software communication skills and secondly, the first lessons have to contain no more than 3-4% unfamiliar language material, which is due to involuntary memory will enrich pupils' speech in natural foreign language communication .

The subject of "foreign language" ceases to exist for such pupils; and the foreign language itself becomes a means of acquiring new knowledge, skills and abilities in any relevant courses of our time, where learning new content, teens have the opportunity to practice speech in a foreign language in a real communication.

Thus, we follow by R.Y. Martynova, and affirm that using the term "integrated skills" we should understand the ability of pupils to participate in two activities, one of which is main and the other one is subordinate. This fact offers dominant emphasis on the first note and supporting one on another [1].

Hence, foreign language teachers should tend to increase gradually the focus on the main activity (say on the course of studying human nature) so that the subordinate one (foreign language-speech) was performed only with the controlling consciousness.

However, we know that the experience of the above skills have been integrated into the practice of specialized schools that once were called "schools with teaching a number of subjects in a foreign language". This experiment failed from fully known causes, which cannot be avoided nowadays.

The fact is that integrated skills lawfully develop on the basis of well-developed language skills, with all at the same level. The learning of the integrated course is not allowed to be an expanding his horizons and improving of a foreign language communication for one, but an indicator of his failure for another. Only educational technology can set the same high level of language skills. It is different from the methodology because "it guarantees the achievement of educational objectives not less than 90% of students, regardless of their abilities, but for different learning time". It follows that an integrated curriculum for foreign language material with some pupils shouldn't be learnt, it will be enough for them to learn basic proficiency in the subject; with others - it can be learnt in the final year of study at school; and with the third ones - it can be learnt immediately after the ninth grade. Therefore, this course cannot be a school subject, the study of which is required for everybody. In addition, this course should be made so that each group of unfamiliar speech material used in passive in one lecture was used in active (already without references and translations) in the other. This systematic use of unfamiliar speech phenomena in the mode of " passive -active " contribute to its repetition, and thus memory, which in turn will lead to a systematic expansion of foreign language competence of pupils. All this wasn't predicted to specialized schools in previous years, so teaching the humanities in a foreign language was not justified. In addition, foreign language teachers cannot afford to teach biology, history or geography, as semantic aspect of these subjects is quite difficult. To become a teacher of one of these items one should study in college for five years. Themselves teachers of every subject hardly speak a foreign language in a professional manner [2].

In conclusion we would like to say if we organize the development of integrated skills, taking into account the above requirements, then they provide a way out of the vicious foreign language not speech space and give it the status of indeed speech, communicative discipline, and our young citizens will have the opportunity to master this discipline in our country not worse than abroad. Therefore, we followed R.Y. Martynova, allow ourselves to consider integrated skills a component of content of teaching foreign languages.

During our research we investigated the problem of the definition of "integrated foreign language skills".

We have found out that the essence of the concept of "integrated foreign language skills" - the ability of students to participate in two activities, one of which is the main and the other one is subordinate. We characterized the features of the concept of "integrated foreign language skills": at the lessons pupils can pay their attention to the production and perception of foreign language speech on semantic aspect of the studied material; foreign language has become a means to acquire new knowledge, skills and abilities of any actual present courses. We have investigated the implementation of integrated teaching skills at foreign language lessons: at the lessons integrated skills provided the way out of a foreign language from not speech closed space and gave it the status of speech, communication discipline.

The research does not cover all aspects of the problem. That is why it is a promising direction for the development of integrated skills.

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SOCIOCULTURAL DETERMINANTS IN PRIMARY SCHOOL TEACHER'S SOCIAL COMPETENCE

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Abstract. The author has substantiated the relevance of socio-cultural determinants of primary school teacher's social competence that enables the analysis of the social phenomenon under consideration in terms of multicausal dimension. The article deals with such concepts as "determinant", "socio-cultural", "person", "socio-cultural determinants", presents the typology of the determinants. The research focuses on the importance of ethnic mentality in the context of social and cultural determinants, exacerbation of social and cultural contradictions between culture and social relations in view of the submission of their amendments to different laws that are manifested in the shift of new cultural programs reproductive activity and conflicts between the historically formed programmes and innovations that are transforming them, between established and new social relations. The author specifies on the leading role of environmental factors and survival of the fittest social groups in the competition due to the characteristic of today's human society. It is emphasized that socio-cultural determinants are the major vital values, attitudes, cultural traditions that influence the activity and its results, factors that drive, facilitate or restrain the process of social competence of an individual, determine the nature of processes. What was singled out are mega-, macro, meso and microfactors, socio-cultural determinants of social competence of a primary school teacher as morphological and environmental background; collective mentality of states, thoughts, collective feelings; an apparatus of organized associations; symbols, ideas, collective values, fruits of civilization; role models, rules, signs, symptoms and ways of acting that are found with some regularity in society; social roles and collective action; socio-demographic, psycho-physical, socio-cultural characteristics, political, legal and economic systems, public activity, social networks and media, social time.

Keywords: *determinants, socio-cultural, socio-cultural determinants, social competence, personality, primary school teacher.*

The integration of Ukraine into the European educational space predetermines the need to "train a competitive human capital for high-tech innovation and development, to meet the demands of the society, state and labor market for skilled professionals, self-realization", individual competencies development (Law of Ukraine "On Higher Education"), and social competence in particular. The development of social competence (SC) depends on various determinants.

The issue of SC has been in the focus of attention of Western scholars (V. Landsheyer, John Raven, Lyle Spencer, Signe Spencer et al.), Ukrainian and Russian scholars (N. Bibik, E. Zeyer, V. Luhovyi, A. Markova, O. Savchenko, A. Khutorskyi et al.). The formation of student's, future teacher's and specialist's SC has attracted the attention of