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DIDACTIC FOUNDATIONS OF THE FOREIGN STUDENTS' PROFESSIONAL AND COMMUNICATIVE COMPETENCE FORMATION

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Abstract. *The article deals with the didactic foundation of the formation of foreign students' professional communicative competence in university. Besides, the peculiarities of training foreign students in Ukrainian educational establishments are characterized. It is determined that in the basis of communicative competence is the communicative approach (communicative activity); the main objectives of the organization of teaching foreign students, stages of teaching students, ways of adapt them to new social, cultural and everyday environment are outlined.*

Keywords: *professional and communicative competence, foreign students, communicative approach.*

The problem of the research is of high topicality due to the expansion of international cooperation of Ukraine with different countries. One of other reasons is the law of Ukraine "On Higher Education", which indicates the importance and the need of promote international cooperation in the country, so the given issue is of particular importance [3]. In modern society there is a great need of finding ways of teaching foreign students effective communication, which is connected with the formation of the communicative competence of future specialists. All this aims at improving the quality of Ukrainian universities graduates and their competitiveness in the global educational space. According to the State standard of basic primary education, communicative competence is an individual's ability of applying in a particular communicative situation language knowledge, ways of interacting with the surrounding and distant people and events, skills of group work, performing different social roles [2]. A large number of students come to study in universities of Ukraine, mainly from China, Turkey, Turkmenistan, more seldom – from Belarus, Tunisia, Vietnam.

The problem of training foreign students in higher educational institutions is highlighted in works of O. Adamenko, L. Asoyan, O. Bilous, N. Bulgakova, S. Varava, O. Vikhrova, T. Grytsiuk, V. Grutsiak, N. Zinonos, T. Demytyeva, O. Karupu, Ya. Kmita, V. Kolomiyets, Y. Maksimenko, A. Milanova, V. Nikolayenko, T. Oleshko, O. Palka, V. Pahnenko, M. Razorionova, L. Rybachenko, Ye. Stepanova, T. Tarasova, O. Tetyachenko, I. Khristenko, T. Tsarehrads'ka, et al.

Communicative competence is studied by such scholars as S. Alexandrova, O. Arshavs'ka, O. Beliaev, M. Vasilyeva, M. Vashulenko, L. Vygotsky, N. Volkova, M. Viatbntiev, N. Gez, A. Godlevs'ka, Ye. Goloborod'ko, M. Zhynkin, D. Izarenkov, I. Zymniaya, V. Kan-Kalyk, A. Caps'ka, Yu. Karaulov, R. Koziakov, M. Kots', T. Ladyzhenskaya, L. Mats'ko, N. Pashkivs'ka, M. Pentyliuk, V. Pivtorats'ka, V. Pidhurs'ka, G. Rurik, S. Savinion, L. Savenkova, G. Sagach, A. Skvortsova, A. Yakovleva, etc.).

The aim of the article is to determine didactic foundation of the formation of foreign students' professional communicative competence in university.

Thus, communicative competence depends on the communicative culture, which is the object of human communication, and the latter is an object of communicative competence. We believe communicative culture to be a constituent (component) of professional and pedagogical culture of a teacher, that is why we identify it with professional and pedagogical communication. Pedagogical culture is derived from the phenomenon of "culture". According to the content and forms it represents an independent direction in the development

of practical human activity, performing in the overall context of culture the function of storing the human experience in creating cultural objects in all their diversity. Pedagogical culture is a set of artificial by their nature, human by their origin and social according to their purpose, diverse by their form and way of implementation, objectified in the personality of the very individual, practices of training and educating, which introduce the way of imitation and preservation of human experience in production, use and evaluation in conditions of social and cultural interaction [4].

Thus, pedagogical communication is a system of actions of the educational process participants at different stages of their activity, aimed at resolving educational tasks. The optimal is communication in the process of educational work, which creates the most favorable conditions for the development of positive motivation in training activities for social and psychological development of the student, provides a positive emotional climate in all areas of the activity, effective management of social and psychological processes in the student group and makes it possible to maximally use the personal qualities of the child. Professional pedagogical communication is a kind of professional activity, subject-subject interaction, aimed at solving educational problems. The educator in the process of communication, during communicative interactions with students, not only interacts with his pupils, but he is also analyzing, observing, making decisions, corrects him etc. Since communication is an activity, it is necessary to distinguish the following characteristic features: the existence of a specific purpose; motivation for communication; effectiveness of communication; reflexivity, emotionality, normativity.

There are also certain conventional categories of communication distinguished, such as activity, interaction, relationships, social relationships, mutual evaluation.

Thus, the basis of professional and communicative competence is represented by the professional and practical activity, which lies in the desire to communicate, mastery of speech, norms of modern language, verbal and non-verbal means of communication, skills of persuasion in the process of professional activity. This is an ability of establish and maintaining contact with others. The composition of professional and communicative competence includes the body of knowledge, skills and aptitudes necessary to master a profession, and to provide effective communication.

Thus, the purpose of learning is formation of communicative competence by mastering available and necessary body of knowledge in the training language, mastering all kinds of speech activity and gaining a certain social experience. Accordingly, it is important to realize certain objectives: forming motivation of language learning; study of all types of speech activity (listening, speaking, reading and writing); forming communicative skills; social and cultural development of the individual; forming the ability of learning.

Thus, the following components of communicative competence are distinguished: orientation in different situations of communication, which is based on knowledge and life experience of the individual; ability of effective interacting with the environment by understanding themselves and others with constant modification of mental states, interpersonal relations and conditions of social medium; adequate orientation of a person in himself - his own psychological potential, partner's potential, in the situation; willingness and ability of building a contact with people; internal means necessary for the regulation of communication actions; knowledge, skills and aptitudes for constructive communication; internal resources needed for an effective communicative action in a definite range of situations of interpersonal interaction.

Thus, communicative competence appears as a structural phenomenon, comprising as its components values, motives, attitudes, social and psychological stereotypes, knowledge, skills, aptitudes. Communicative competence of an educator, skills of psychological communication are a necessary tool of the education humanization. High results in his actions can achieve only that educator who can establish relationships with his pupils, parents, who has an ability of understanding his partners, directing the process of communication on achieving educational objectives. That is why this topic is very important for a modern educator.

In the basis of communicative competence is the communicative approach (communicative activity). We believe that the main task of foreign students should become understanding and studying the basic aspects of communication, correlation of linguistic units. Therefore, students should realize speech interactions in specific communicative acts of communication. An important role in this process plays dialogical speech, because this activity is a manifestation of the communicative (verbal) activity. In order to form professional and communicative competence of foreign students there should be used an effective system of training and supervision that will provide their future competitiveness in the labor market, academic mobility. Important tasks to be realized in the learning process should be communicative focus on practical basis: implementation of such types of speech activity as listening, reading, writing, speaking (expressing their opinions - oral and written speech), and it is also important to understand the views of others. So, the tasks should be aimed at forming professional and communicative competence through the formation of skills of active professional and speech communication. So, the task of the teacher is to form foreign student's communicative competence to participate in communicative situations of certain area of activity. But the important factor is that the conditions of communication should follow professional communication modules in the future.

Thus, under conditions of the complexity of social adaptation and lack of language skills, as well as the need of forming professional and communicative

competence of university it is necessary to create certain conditions for realizing these tasks, namely: to establish effective methods of forming communicative competence, according to which to develop programs of special courses, tutorials which include tasks, exercises, trainings, aimed at realization of the specified purpose. Also, in our opinion, it is necessary to create computer software for providing training process. In addition, during the formation of professional and communicative competence the following factors should be taken into account, such as: the difficulty of adaptation in a new environment, because every foreign student is a representative of his own culture of its people, its characteristics, traditions, customs, attitudes, behaviors, etc; have certain physiological characteristics. For successful adaptation of foreign students in a new social, cultural, domestic environment it is necessary to assist them, there should be done some work of social workers, supervisors and specialists of international departments, offices dealing with foreigners. The problem of psychological adaptation of international students is considered in the work of scientists (O. Borisenko, O. Gorlova, D. Kycha, G. Onykovych, N. Syhal, N. Smirnova, L. Timofeyeva, L. Rybal'chenko, Yu. Shvalb, N. Shevchenko, et al.).

It is worth noticing that the problems of adaptation are related to the problems of communication, speech activity, because any social behavior depends on the communicative activity that underlies communicative competence. Therefore, we can conclude that the faster social, linguistic, cultural adaptation of foreign students is, the better prepared he will be for the formation of communicative competence, particularly professional one. The first important step for international students is a study at the preparatory department, whose main purpose is language training, namely the formation of language competence. We consider this step the most difficult, that's why the teacher should use effective forms, methods and techniques of teaching. Since it is important for students to orient quickly and be involved in the communication process. It should be noted that professional and communicative competence is not only a body of knowledge, skills and aptitudes in the learning process, but also the presence of positive learning motivation. Structural components of communicative competence is the structure: knowledge of grammar and vocabulary of a language; knowledge of the rules of communication; properly build such speech acts such as requests for forgiveness, gratitude, invitations, and respond to them; appropriate use speech means. So, from the above said it can be concluded that professional and communicative competence is an individual's activity aimed at using in a particular communication language knowledge, ways of interacting with others, skills of the team work group, ability of performing different social roles. Its main components are language, speech and social competence.

Important pedagogical conditions of forming professional and communicative competence of foreign students to be provided in university are

to create in accordance of the content of educational material to cognitive abilities of foreign students; systematic motivation of students to an in-depth mastery of the subject; orientation of forms and methods on step-by-step mastering of foreign material; training teachers to work with foreign students; creation of a comfortable linguodidactic environment, provision of continuity in education; use of interdisciplinary connections in the formation of professional and communicative competence; organization of active professionally oriented communicative and speech activity of students in the formation of professional and communicative competence; creating students' positive motivation.

Also it is important to study mental and individual characteristics of foreign nationals, managing educational process; strengthening individually oriented educators' activity aimed at enhancing cognitive activity, forming student's personal, forming the professional and communicative competence. The work of educators should be aimed at expanding the vocabulary of foreign students to overcome barriers in communication between a teacher and a student, related to differences in sentence and questions structure and difficulties in pronunciation of some words and terms, in the perception of educational material on hearing; acceleration of the written record of learning material, accelerating the pace of learning. Thus, the final purpose of education is to develop a certain level of communicative competence of students taking into account a correlation between the length of learning phase, stage goals and language means of their expression. It is necessary to determine the number of stages of training, their duration, the requirements for the main types of verbal activity within the given stage in the learning process [1]. All these conditions are aimed at improving the structure and organization of the learning process as well as considering individual characteristics of students. The peculiarity of the organization of foreign students teaching is maximum use of visual aids, which provides better acquiring of learning material, activates educational and cognitive activity of foreign students.

Thus, taking into account pedagogical conditions of formation of professional and communicative competence of foreign students will certainly have a positive impact on learning. The perspectives for further research we see in determining didactical foundations of foreign students professional and communicative competence formation.

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EUROPEAN AND INTEGRATION TRANSFORMATION IN HIGHER EDUCATION OF UKRAINE

Odesa, Ukraine

Abstract. *There has been considered the projection of culture on modern educational models reveals contradictions between the demand of the global oriented world in specialists able to conduct professional activity on the international level and their availability. The powerful processes of globalization not only generate significant benefits, but, alongside, preserve previously unseen danger of “suppression” of national cultures and traditions in education in particular. The purpose of the article is to establish vectors of cooperation in education between Ukraine and the European Union.*

Keywords: *higher education of Ukraine, European and integration transformation.*

The relevance of study is due to the fact that at the turn of the millennium there are many changes in all spheres of society, there is a process of transition from one qualitative state to another where knowledge will be the main resource ensuring progressive development of society and the real competitiveness. Projection of culture on modern educational models reveals contradictions between the demand of the global oriented world in specialists able to conduct professional activity on the international level and their availability. The lack of a required number of specialists on the labor market of Ukraine that can adequately and effectively work in the globalized world where Ukraine seeks to take place in all areas of human activity, defines the basic tendencies of modern educational scope development in the context of globalization.

The purpose of the article is to establish vectors of cooperation in education between Ukraine and the European Union.

The subject of the scientific study are scientific generalizations on reform and modernization of higher and professional education in Ukraine (V.