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Stryga Eleonora

MODULARITY PRINCIPLE IN THE FORMATION OF THE INTEGRATED COURSE "CHINESE AREA STUDIES"

*South Ukrainian National Pedagogical University named after K.D.Ushynsky,
Odesa, Ukraine*

Abstract. *The article deals with the essence of the principle of modularity in the formation of the integrated course "Chinese Area Studies". This includes asynchronous organization of educational process. The role of modular training as a block distribution of educational information is defined and it requires deep self-working and analysis. The bulk of knowledge and skills is analyzed in the article which are generated in the process of studying this course and facilitate the organization of the transition from the reproductive gain knowledge to self-development of students.*

Keywords: modularity principle, an integrated course, asynchronous organization of educational process, student's self-study, Chinese Area Studies.

Introduction. Modern education is undergoing changes that affect its content. More and more attention is given to applied fields of sciences. Success, career, entering the society of a European type become a purpose of training and education. An education system of adaptive type allows young people to make adjustments to the conditions of life in society, to disclose their personal potential.

The current paradigm of European education based on a humanistic, moral and intellectual way of life, due to national culture of each state, theory and ideas, in which a democratic way of thinking, worldview, ways of understanding and interpreting reality, normative patterns of behavior and value orientations are concentrated [2].

Engendered in the middle of the last century a modular form of education in the English-speaking countries, and then spread around the world, it has become current in the national pedagogical science. The modular training system is implemented in the format of ECTS – European Credit Transfer System (the Bologna system), which is based on the volume of training load, i.e. passed credits.

Overview of publications on the topic. The analysis of the works on modular training allows us to draw the following conclusions about its differences from the classical form of teaching and learning:

- a structure of educational material (information supplied in the form of organizational and methodological units, after learning a specific pedagogical purpose, individual training programs will be achieved);
- organizational forms of learning;
- a form of communication between teacher and student;
- teacher function (not just a transfer of knowledge but management of individual work of students, consultancy, mentoring, facilitation, monitoring the success rate of students in training);
- the better part of the material and practical lessons must be learned and made independently (under the methodological guidance of the teacher);
- an individual learning pathway[1].

The proposed integrated course is built on several principles, including a principle of modularity which has a special place. This is due to the active asynchronous progressive organization of educational process.

So, *the aim of the article* is lies in disclosure the essence of the principle of modularity in the construction of an integrated training course "Chinese Area Studies".

Materials and Methods. Modularity principle is that the set course designed or divided into several blocks of content so that students can distinctly

understand learning outcomes (their own achievements), since the beginning of the course clearly defined ultimate goal. On the example of our course "Chinese Area Studies" we will demonstrate a block presentation of studying material. Total labor input of the course is 90 hours, among them for lectures – 20 hours, practice – 16, student's self-study – 48, individual work – 6, number of credits – 3, number of content modules – 3.

Content modules contain educational material on geography, history, politics, economy, social, culture, philosophy, art, traditions and others.

Modular training it is not only innovative techniques but also new forms of work in the classroom and in extracurricular time (individual tasks as rule of project character). The module clearly defines a purpose of studying, tasks, skills that should be mastered by students at the end of the module. In the training module all is programmed: not just a sequence of learning material but also a quality control and its assimilation. The most common form of control is a test [3].

As we see self and individual work takes up most of the allotted time. The purpose realized in the course of these kinds of works is to teach students to acquire actively and purposefully new knowledge and skills without the direct involvement of a lecturer in this process, in particular, analyze independently materials of modern scientific research in Chinese culture; integrate material covered by analysis, comparison, discussion and description linguistic and realities. This leads to the development of students' research skills.

Here are some examples of developed knowledge and skills in the study of this integrated course. So, the Chinese grammatology is studied within the modules about history of writing, concept about the Chinese written language, basic graphic elements of calligraphy. In this area, students gain knowledge of the characteristics of the historical development of the Chinese writing system; knowledge of the characteristics of mythological (archaic) thinking; ability to handle the basic concepts relating to the "language"; knowledge of basic mythological stories and mythical figures; knowledge of types of Chinese traditional art; ability to analyze the structure of the Chinese written characters; ability to identify and analyze the pictorial images of combinatory; ability to interpret color, numeric, zoomorphic symbols of an ancient Chinese cosmological model.

In the field of general knowledge about the culture of China they acquire knowledge of basic physical and geographical characteristics of the PRC; knowledge of climatic characteristics of the northern and southern China; basic knowledge of flora and fauna; ability to navigate on the map of China, to find the main mountain and river systems; knowledge of the political system and the administrative division of China; ability to recognize national symbols; knowledge of the chronology of dynasties from the First Emperor Qin Shihuang to the last emperor Pu Yi; knowledge of key events in China's modern history;

knowledge of the rules and features of the nomination process; ability to use a dictionary of names; ability to use properly the name and position of a person while communicating; the ability to understand symbolically rich details of ritual Chinese clothes; basic knowledge of Chinese table manners and traditional tea ceremony; ability to understand Chinese cuisine, etc.

In the development of every module it was taken to account that each individual module has to provide a completely self-serving knowledge, to form necessary skills. After studying each module students receives recommendations from a lecturer for further work.

Results and Discussion. Modularity principle in the formation of the integrated course "Chinese Area Studies" is associated with an asynchronous organization of educational process. On one hand modular training involves a block distribution of educational information. On the other hand it's a volume of it (i.e. training information) and it requires deep self-working and analysis.

Self-work is a dominant type of work with the material and covers about 60% of a total number of hours devoted to the study of this course. An important result of independent work is the development of these aspects of sociolinguistic competence as a possession of etiquette rules adopted in the environment of target language media, ability to respond adequately to the details of the ritual behavior of the Chinese people in various situations of intercultural communication.

The important role of the considered discipline in the training of future specialists based on the fact that language can not be studied in isolation from the culture of its speakers. Since "culture" is a multifaceted concept, so it is clear that the integrated course "Chinese Area Studies" has an interdisciplinary nature. It integrates many disciplines, among which we can highlight geography and history. Geography provides knowledge about China's position in the world, history provides knowledge of the country's development in the flow of historical time. According to the current situation in international politics and economics, much attention should be paid to the study of geographical topics related with the Asia-Pacific region. It is especially important for students of the Chinese language to learn the section "History of the East", in particular "The History of the Ancient East." Studying information about geographical and historical nature requires constant recourse to all sorts of maps. Illustrative material helps students perceive easily information they received at the practices. Language keeps and transmits from one generation to other something that is valuable and forms its basis of culture – spiritual works of art ethnicity. In China since ancient times writing and art are extremely similar especially in fine arts because various forms of expression in painting, poetry, philosophy, religion, mythology, and others have the same roots of representation of the people who created them. The study of transition of

numerical semiotic systems, will undoubtedly contribute to the realization of a phenomenon of the Chinese language, given its ideographic nature.

Thus, independent study of theoretical material is aimed at developing students' skills to work with research literature and recommended to integrate the material, expanding horizons and in-depth study of learned sections of social and cultural problems, linguistic and historical character.

This type of work involves preparation of summaries, abstracts, projects, as well as preparation of students to oral reports, restatement of thesis, or poll on a given topic of discussion (at the teacher's discretion), which are held during the classroom. Speaking time shouldn't not exceed 10 minutes. Also study of theoretical material in the framework of the discipline includes three different types of tasks: study of myths, reading articles and comparative analysis. The task "Study of the myths" means an independent acquaintance with a number of mythological stories in which characters come to light images and it is so important for understanding the specifics of the Chinese spiritual culture.

Conclusion. The development of new integrated courses at its core has a principle of modularity and asynchronous organization of educational process. This encourages interested students and the work is due to the organization of the transition from reproductive gain knowledge for self-development of students. Self-development becomes a leading purpose of learning by allowing them to develop the adequate self-estimation. This increases the objectivity in knowledge assessment.

The essence of this discipline is extremely important in the educational program. This is explained by the fact that at the initial stage of learning the Chinese language, even when students do not possess stable skills of speaking and writing, it contributes to the formation they have clear ideas about the specifics of a particular culture and awareness of the features different from a traditionally inherent mental structure. The result of training will be in the development of a new socio-cultural field and a set of competencies necessary for a full cross-cultural communication.

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Tinkovan Olena

THEORETICAL PROBLEMS OF THE LINGUISTIC CATEGORY OF QUANTITIVNESS WITHIN THE FUNCTIONAL-SEMANTIC APPROACH

*Odessa Mechnikov University
Odesa, Ukraine*

Abstract. The article gives the general overview of the linguistic category of quantitiveness within the functional-semantic approach. Basing on the analysis of the main definitions and classifications, the author marks out those problems and questions which need clarifications and further investigation.

Key words: *linguistic category of quantitiveness, functional-semantic approach, functional-semantic category, functional-semantic field.*

Functional grammar is a perspective trend in modern linguistics. Its functional-semantic branch got a particularly wide recognition among Russian and Ukrainian linguists after the theory of a functional-semantic field was suggested in the 60-s of the 20th century by the Russian linguist O.V. Bondarko. It was extended and improved during several decades by his followers and by now has turned into a rather powerful scientific method, the key principle of which is incorporating and studying the entities of different language levels basing on their common semantics.

The linguistic category of quantitiveness has drawn a lot of attention of the representatives of the functional-semantic approach whose researches consider the category of quantitiveness in general (V.V. Akulenko) and some of its aspects such as the morphological category of number (I.R. Vihovanets, A.P. Zahnitko, A.O. Kolesnikov), the semantic categories of collectiveness (I.H. Matviias, O.K. Bezpoyasko) and multitude (I.R. Domracheva). Also, the researches were conducted both on the material of a particular language: O.V. Huliga and Y.Y. Shendels (1969), D.A. Kashina (1973), T.V. Konovalova (1998), S.A. Bronikova (2004), and while comparing two or more languages: N.S. Chirkinian (1980), K.N. Simonova (2003), M.A. Biriukova (2006),