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INTELLECTUAL CULTURE AS A CONSTITUENT OF FUTURE PRIMARY TEACHER'S COMPETENCE

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Abstract. *The article deals with the problems of intellectual culture as a constituent of qualitative education. An analysis of the definition "intelligence", "intellectual culture" has been represented in the paper. Intellectual culture of a person is one of structural components of personal culture as an integral and system phenomenon. Intellectual culture depends on and simultaneously influences the development of all specific subsystems of personal culture connected with each other. Intellectual culture is a result of intellectual upbringing and student's personal development. Intellectual culture of a human is being formed throughout life. The current level of public life, international relations and environmental situation have led to the emergence of fundamentally new problems and challenges, understanding and finding solutions to which require an entirely new future teachers' training. In this context the issues of education intellectualization, students' culture formation deserve particular notice.*

The efficiency of students' intellectual culture formation depends on such conditions as taking into account the specificity of academic disciplines; implementation of the didactic principles (scientific and rapid learning, availability, autonomy, positive emotional background and respect for the student's personality, academicism and educational training); a high level of assistant's professional and pedagogical skills; methodical supplying of students' learning process and creating favorable conditions for productive, creative and individual work; qualitative and systematic monitoring of teaching and learning activities.

Key words: *intelligence, intellectual culture, intellectual upbringing, personal culture.*

Under conditions of fundamental changes in socio-economic relations and integration of Ukraine into the European educational space professional education is aimed at providing a professional personal self-realisation, increasing a social importance and prestige of knowledge,

developing a national intellectual potential as the highest value of society. In the State complex program "Teacher", in the laws of Ukraine "About Education" and "About Higher Education" at the National Doctrine of Education Development in Ukraine in the XXI century a special attention is paid to creating conditions for training highly qualified staff capable of independent scientific knowledge, development, implementation of high-tech, information technologists, competitive in the labor market. A modern educational system is still inefficient on the formation of personal culture, including intellectual culture, its self-development, and stimulation of the creative processes. The current level of public life, international relations and environmental situation have led to the emergence of fundamentally new problems and challenges, understanding and finding solutions to which require an entirely new future teachers' training. In this context the issues of education intellectualization, students' culture formation deserve particular notice.

Foreign and domestic scholars in the field of pedagogy and psychology diversely explore the problems of intellectual development and intellectual culture of pupils of different age groups (J. Piaget, B.S. Skinner, H.S. Holl, D.S. Bruner, L.S. Vygotsky, Yu.Z. Hilbuh, L.V. Zankov, V.V. Davydov, B.D. Elkonin, G.S. Kostyuk, Z.I. Kalmykova, N.O. Menchinska, S.J. Rubinstein, V.F. Palamarchuk, O.J. Talyzina etc.). Intelligence translated from Latin means knowledge, understanding, mind and is completely identical to Ancient Greek word "nous", that is mind. Broadly speaking, all human cognition: sensation, perception, memory, understanding, thinking is referred to this notion; in the narrow sense, it's a general capacity of the individual to the knowledge and solution of problems determining the success of a particular kind of activity [4]. In researches the concept "intelligence" appears in many contexts: academic intelligence, biological, verbal and non-verbal, social, genetic, psychometric, practical, emotional and so on. From Y.H. Eysenck's point of view [2] there are different concepts of intelligence: biological, social, psychometric. The fundamental is genetically based biological intelligence, its level is determined by the influence of inheritance (70%) and environment (30%). The biological content of intelligence is defined by the individual speed of information processing and is characterized by three main parameters: speed, persistence, number of errors. Despite the great value of Eysenck's works in the field of test creation a controversial issue is undervaluation of the environment as a factor of intelligence formation. In J. Piaget's view, intelligence is determined in the context of

cognitive behavior. Piaget begins with the dual nature of intelligence "both logical and biological" [9, p.61]. Its functionality that comes with the further development of biological traits is structuring relations between organism and environment.

Like all biological processes intelligence has the adaptive nature, it doesn't only react, but is rather growing, changing, adapting to external conditions.

Piaget formulated the concept of operational intelligence, which does not reveal the internal laws of intellectual mechanisms but ways of understanding the stages of intellectual development. For this reason he does not only borrow apparatus of mathematical logic, but uses it to structure psychological reality. The basic structural unit of intelligence is a pattern - mental structure that transforms knowledge, images, subjective experience. Dealing with a new situation there is pattern processing (adaptation) performed by means of either accommodation or assimilation. In this case adaptation is understood as a balance between assimilation (adapting the material to the existing patterns of behavior) and accommodation (adaptation of these patterns to the situation). It is clear that the forms of adaptation may be various, but it has a special role in the intellectual sphere. Consequently, organization and adaptation are the basic functions of intelligence or functional invariants.

There are different strategies of students' intellectual culture formation. The first one is the formation of thinking through the content and concept system of each academic subject. The essence of this approach is the assumption that the process of learning is simultaneously a process of intellectual culture formation (N.O. Menchinska, D.B. Bohoyavlenska, V.P. Bespalko etc.). It dominates in the modern schooling practice. The second strategy is a purposeful, gradual formation of general educational intellectual abilities in terms of the training process optimization (V.F. Palamarchuck, O.J. Savchenko, A.M. Palamarchuck and others).

The aim of the article is to examine the concept of intellectual culture as a constituent of primary teachers' professional competence.

The analysis of philosophical, psychological and pedagogical literature has allowed us to determine that the basis for intellectual culture formation is the formation of intellectual skills.

During the scientific research it has been found out that the primacy of theoretical justification of intellectual skills formation methods of generating intellectual skills ("select general", "single out", "generalize", "think logically", "compare") belongs to R.Descartes ("Rules for the

Direction of the Mind”). Ya.Komensky pointed out the need to form intellectual skills during the period of adolescence ("analysis", "decomposition of the whole into constituent parts", "division into species", "synthesis", "comparison", "matching", etc.). Sharing views of Ya.Komensky, the English teacher J.Locke not only added the list of intellectual skills (synthesis, differentiation, analogies), but also proved that mastering these skills "helps the mind to move towards knowledge persistently and correctly."

Teachers' ideas of the past have been further developed in the nineteenth century in the following areas: the search for effective methods of educational and intellectual skills formation (P.Bart, T.Heksli, I.Herbert, J.Mill, Y.Pestalotsti, J.Rayneri, and I.Shyll etc.), the identification of conditions that promote educational and intellectual skills formation (A.Dysterveh, E.Meyman etc.), the feasibility of mental exercises using (J.Rayneri, T.Tsyhler, K.Shmidt etc.), experimental psychological and educational researches devoted to the child intellectual development based on determining indicators of knowledge and skills acquisition (A.Binet, F.Halton, J.Cattell, T.Simon etc.).

Thus, considering the intellectual skills a necessary condition for the intellectual development of an individual, foreign scientists, educators, philosophers of the past not only identified the major ones (to analyze, synthesize, compare, summarize, highlighten the important, distinguish etc.), but also proved the feasibility of forming these skills using oral and written exercises, reading books, heuristic interviews, observations, experiments, excursions and so on.

Intellectual culture of the individual is one of the structural components of personal culture. The analysis of the literature on the study (Ye.V.Skovin, I.S.Ladenko, V.I.Lozova, A.M.Aleksyuk, M.A.Choshanov etc.) has allowed to conclude that student's intellectual culture is a level of his personal development in the field of intellectual activity.

For the successful formation of senior pupils' intellectual culture the structure of intellectual culture should be presented. One of the intellectual culture components is the activity of the individual. In L.Zankov's works the problem of intellectual activity in the learning process is solved on the basis of maximum availability of training. D.M.Bohoyavlenskyi and N.O.Menchinska believe that mental activity depends on intellectual skills acquisition. P.Ya.Halperin connects this issue with mental actions formation. One of the important directions of psychological and educational researches in this field is to improve methods, tools,

instruction techniques aimed at the development of students' cognitive activity and independence, the ability to replenish their own knowledge. In modern didactics the problem of teaching methods relationship with the objectives, content, teaching and learning levels is particularly relevant. It is being studied in the works of S.I.Arkhangel'ska, J.K. Babanskyi, N.F. Talyzina, M.M. Levina, I.J.Lerner, M.M.Skatkin and others.

Intellectual culture of a human is being formed throughout life. Intellectual culture of a person is one of structural components of personal culture as an integral and system phenomenon. Intellectual culture depends on and simultaneously influences the development of all specific subsystems of personal culture connected with each other.

There has been determined that the efficiency of students' intellectual culture formation depends on such conditions as taking into account the specificity of academic disciplines; implementation of the didactic principles (scientific and rapid learning, availability, autonomy, positive emotional background and respect for the student's personality, academicism and educational training); a high level of assistant's professional and pedagogical skills; methodical supplying of students' learning process and creating favorable conditions for productive, creative and individual work; qualitative and systematic monitoring of teaching and learning activities.

There have been designed the ways of actualization in modern high school practice: engaging students in educational and search activities, educational projects development, introduction of student's creative task performance into the control system, stimulating students' science, providing interconnection "education - science - production", integration of courses, completing curriculums with special courses, special seminars on proposed topics, improving master students' practice with regard to given problem and so on.

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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*