

by means of pianistic techniques. It helps to activate emotional and aural impression of a Chinese student, his expressive abilities, the understanding of semantic aspect of the genre and the choice for the performance means of emotional expression which reveal to a student figurative and emotional content of music.

Therefore, these methods enable future music teachers in PRC to understand the subject of studied music, to grasp the author's idea, to justify logically their interpretation for creating an adequate performance conception, and generally to improve their musical and instrumental culture.

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**PECULIARITIES OF FORMATION OF GRADUATES'
ENTERPRENEURIAL SKILLS IN VOCATIONAL EDUCATIONAL
ESTABLISHMENT**

Odessa, Ukraine

Abstract. *The article deals with the peculiarities of organization of the training and production process in vocational technical training college concerning the formation of entrepreneurial skills of graduating students. The formation of vocational technical establishments students' aptitude for professional realization conditions the necessity of creating in educational space of vocational school the system of psychological and*

pedagogical support of personality's personal growth, one of its tools being the stimulation of one's own activity and starting one's own business.

Keywords: *vocational technical education, entrepreneurial skills, competitiveness, skilled worker, labor market.*

One of the main tasks of vocational technical education is to meet the needs of the economy for skilled and competitive workers in the labor market; to promote the implementation of the state policy of employment.

Contemporary conditions of market economy form new tasks of training and education of the youth, especially urgent issue is that of pedagogical provision of competitiveness of future skilled workers.

The labor market needs to radically improve the quality of training skilled workers, the competitiveness of human resources, particularly important is to unite the skills of learning and implementing the knowledge in practice. In market conditions the main task of vocational technical education should be training the workforce with an entrepreneurial approach, with the ability of living and working in the business environment, the ability of building up their business [2], i.e. the ability of being competitive in the labor market.

Secondary educational establishments they conduct systematic work on preparing students for entrepreneurship, organize specialized classes, introduce relevant subjects into the curriculum, which arouses high school students interest in future career in the field of economics and business. But the problem of self-organization and self-employment of graduating students in the system of vocational technical educational establishments hasn't been paid enough attention.

Some aspects of training students for entrepreneurship, the formation of entrepreneurial skills are explored by V. Dryzhak, D. Zakatnov, S. Mel'nikov, L. Parashchenko, N. Pobirchenko, K. Starchenko, M. Tymenko, O. Topol' and other scholars.

The analysis of scientific literature has allowed to conclude that the stated problem has been studied in the following aspects: skills as a component of students' behavioral competence (O. Protsenko), Organization of professional training unemployed for business activity in the services sector (L. Krynytska), Formation of vocational technical college students' management skills (L. Sergeyeva) and others. However, the issue of formation of entrepreneurial skills of graduating students of particular vocational technical training college needs profound investigation.

The goal of the article is to determine the characteristics of organization of the training and production process in vocational technical educational establishment concerning the formation of entrepreneurial skills of graduating students.

Formation of vocational technical educational establishments students' ability of building and realizing professional career necessitates the establishment in educational space of vocational technical educational

establishments a systems of psychological and educational support and the support of professional development of the individual, one of its tools is to stimulate students' own activity and starting their own business [1].

There are such subjects taught in vocational schools as "Fundamentals of Industrial Economics and Business," "Basics of legal knowledge", whose main tasks are to provide students with theoretical knowledge about entrepreneurship. Surveys of the 1st year students of Odessa Vocational Lyceum of technologies and design of the state institution of "Southern National Pedagogical University named after K. D. Ushynskiyi" revealed that 87% of students want to work in business structures, and 28% intend to establish their own business. However, most students lack basic knowledge about the functioning of contemporary market economy and conducting their own business.

Experimental results show that only theoretical study of economic courses in vocational technical educational establishments does not provide sufficient development of students' entrepreneurial skills. This requires a special organization of the training and production process in vocational educational establishment, the introduction of pedagogical innovations of relevant professional area.

Organization of the training and production process at Odessa Vocational Lyceum of technologies and design takes into account self-determination of students on mastering the basics of entrepreneurship and choosing their own way in starting their own business. Specialized training, which is provided by the lyceum is focused on their continuing participation in practical activities and projects which provide, firstly, group work and uniting students of different qualities into creative groups, and at the end of course – individual work.

Pedagogical innovations concerning the formation of entrepreneurial skills of graduating students required special organization of the training and production process at the lyceum, including:

1. Making ammendments in the content and structure of educational material. The selection and structuring learning content for training students in business integration required integration of training material from different areas of knowledge, which, in its turn, led to the elaboration of appropriate educational and methodological support. The subject "Fundamentals of starting own business" was introduced into the curricula of service sphere trades, intogeneral professionaltraining, due to the open time.

2. Elaboration of the author's program on the subject "Fundamentals of starting own business", the study of which is recommended by the training centre of vocational technical education in the Odessa region. The aim of the subject "Fundamentals of starting own business" is the formation of students' specialized knowledge in the sphere of business organization and development, the acquisition of skills of analysis and planning business activities in the market conditions, management decision-making; development of vocational educational establishments students' skills of self-organization; education of

economically independent individual and law-abiding citizen; the system of training students for self-employment.

3. Development and implementation of a training manual on the subject "Fundamentals of starting own business" for students of vocational education.

4. Economic disciplines teacher's participation in the meetings of the creative group and methodical sections of vocational education in the area of the development and implementation in educational and production process of vocational educational establishments systematic training students for self-employment and starting their own business.

Creating conditions to reveal students' natural ideas about management activities, their entrepreneurial skills, the level of creativity, initiative, independence. Diagnosing students by psychological service is performed at the beginning and in the end of the study of the subject "Fundamentals of starting own business" for comparative analysis and uniting students into creative groups. During the experiment it was proved that it is necessary for effective training students in starting their own business to early find the students with certain personal qualities and abilities and diagnostics of their abilities to determine susceptibility to various levels of entrepreneurial activity and modeling of individual training programs aimed at building up entrepreneurial skills.

The basis of formation of entrepreneurial skills of lyceum graduating students is organizing students' group work. During the experimental work it was found that a low level of entrepreneurial skills of lyceum students is formed in temporary organizational entities that perform certain tasks using the simplest of operations and procedures. The middle level of development of these skills is provided by the brigade organization of students, in which activities, connections of functional positions and products of activity are normalized, the conditions for the formation of skills and self-estimation activity by comparing it with regulatory requirements and standard samples are created. The high level of entrepreneurial skills is formed due to team work, when students are searching for and making decisions in unfamiliar situations [2].

The results of scientific research and experimental work confirm the effectiveness of the proposed educational technology. Students covered by the experimental work possess high rates of formation of entrepreneurial skills, enabling them to operate successfully in familiar and innovative educational and practical situations, quickly adapt to modern realities of life, new conditions of study and work, a new team, to overcome difficulties [2].

The criterion of maturity of lyceum students' entrepreneurial skills were the consequences of students' practical activities pupils as organizers of their own business. Lyceum students repeatedly participated in regional competitions, workshops on economic subjects, which are held to determine students' talents for entrepreneurship, enhancing psychological motivation of young people to start their own business. In 2013, the creative team of the lyceum students

developed business project concerning creating interior design studio, which won the first prize at the regional competition-workshop "Own Business".

The effectiveness of pedagogical innovations is confirmed by the fact that with the project implementation graduates start their own business (according to the data of employment within last three years).

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Thus, formation of entrepreneurial skills of the lyceum students is relevant for several pedagogical reasons. Firstly, there is a growing demand for the service sector workers at the labor market which leads to the development of small business, but professional educational institutions have low capacity to organize training students with an appropriate level of readiness for starting their own business. Secondly, the work of the entrepreneur is one of the most difficult types of work that requires not only profound special knowledge (economics, finance, law, management, etc.), but also a complex of psychological qualities and core competencies of the individual. Therefore, it is correct to begin preparations at vocational college. Thirdly, the development of market economy in Ukraine has aroused students' increased interest in small business, caused vocational schools graduates' orientation on entrepreneurship, organizing their own business. Therefore, students need systematic help for the establishment of their own business.

Promising avenue for our further research is monitoring and implementing innovations concerning the formation of entrepreneurial skills of graduate students into training and tproduction process of Odessa Professional Lyceum of technologies and design of the state institution "South-Ukrainian National Pedagogical University named after K.D.Ushynskyi" in conditions of today's labor market.

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WRITING SCIENTIFIC ARTICLES IN PRE-SERVICE ENGLISH TEACHER TRAINING: INTERACTIVE APPROACH

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Abstract. *This article highlights the problem of teaching writing scientific articles in pre-service English teacher education. The author presents a scheme of work over scientific articles emphasizing the potential of interactive approach to language acquisition in academic and professional situations. It is suggested that the potential of this approach is matched by its usefulness in activating students' linguistic knowledge and skills, in providing an opportunity for reflection and professional discourse on the basis of in-depth analysis of authentic scientific texts, in promoting MA students' scientific literacy in the field of professional subjects.*

The scheme covers four stages, such as analytical stage, discussion stage, cooperative writing stage and creative stage; the tasks for each stage are described. The focus is on the interactive tasks inspiring students to qualify or justify their knowledge in light of the information discussed, to have effective practice with colleagues and promote their professional scientific discourse. The scheme was implemented in the process of teaching MA students within the course "English in Scientific and Academic Discourse".

Keywords: *teaching writing scientific articles, interactive approach, discussion, scientific literacy in the field, MA students.*

Reorganization processes taking place in modern Ukraine also involve Higher School. This, in its turn, raises numerous questions among which is the issue of students' skills improvement in professional language acquisition in pre-service English teacher training. Attention is focused on the developing MA students' skills in international scientific communication.

MA in English Language and Literature program is aimed at learners' further professional development and specialization in teaching English as a major. Thus, it requires completing and complementing MA students' knowledge of English and applying it to specific academic and professional contexts. As a result, this program includes the course "English in Scientific and