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EFFECTIVE AND MODERN METHODS OF TEACHING A FOREIGN LANGUAGE IN HIGH SCHOOL

Ahmad I. Effective and modern methods of teaching a foreign language in high school. Article is devoted to the characteristic features of education today. A characteristic feature of education today is developing a personality able to think creatively. In this regard, various kinds of technologies focused on the development of personality, ability to implement their own individuality are developed and implemented.

Key words: method, study, student individuality, personality.

Ахмад И. М. Эффективные и современные методы обучения иностранному языку в вузе. Статья посвящена характерным особенностям образования сегодня, целью которого является развитие личности, способной творчески мыслить. В связи с этим разрабатываются различные виды технологий, ориентированных на развитие личности, способной к реализации собственной индивидуальности.

Ключевые слова: метод, обучение, студент, индивидуальность, личность.

Ахмад І. М. Ефективні та сучасні методи навчання іноземної мови у ВНЗ. Стаття присвячена характерним особливостям освіти сьогодні, метою якої є розвиток особистості, здатної творчо мислити. У зв'язку з цим розробляються різні види технологій, орієнтованих на розвиток особистості, здатної до реалізації власної індивідуальності.

Ключові слова: метод, навчання, студент, індивідуальність, особистість.

Method is rule of action. The method captures not just what is in the objective world, and the way a person should act in the process of cognition and action (P.V. Kopnin). Under the method I mean precise and simple rules (Descartes) [1]. As you can see, philosophers emphasize the method above all its inner side – the rules of action that are not outside but in the human mind. In the early 30–ies of XX century on the method of teaching, on the contrary, to be judged by their appearance, by the way in which the teacher works. If he talks, methods are called «story», «conversation». This understanding of the methods does not define the behavior of the teacher; do not help him navigate the activity. But, based on the philosophy, we can assert that the method is not the action itself, and is not the kind of activity is not the way. The main idea, the basic idea encased in a pedagogical method as the term is an indication of pedagogically appropriate interventions, prescription how to act.

Education as the interaction of teaching and students due to its goal is to ensure the absorption of accumulated social experience embodied in the content of education and personality development goals and socialization by generation. The learning process is also due to real educational opportunity to study at the time of study. Therefore, the method of learning as a way to achieve the goal of education is a system of consistent and ordered the teacher's actions, organized with the help of certain tools: practical and cognitive activity of students in the assimilation of social experience. Thus, the method is: 1) the way of the teacher and the student, and 2) the set of methods of work; 3) the way in which the teacher leads students from ignorance to knowledge; 4) a system of actions of the teacher.

Now, J.K. Babanskii says that most didacticians considering methods as ways to organize related activities of teachers and students to address the complex problems of the educational process. Unlike these definitions, method of teaching that if the first one method is associated with the achievement of learning goals, the second goal of the method is understood more widely – as the complex problems of the educational process. And they provide the implementation of functions not only training, but also development and education, motivation, organization and control [2].

Currently, among the methods we can distinguish two aspects: external and internal. External reflects the way in which the teacher works, internal – with what rules he is guided [3].

The teaching method is a system of regulatory principles and rules of the organization of purposeful interaction between teacher and students, used to determine the range of tasks of training, development and education. Thus, this definition emphasizes that the method comprises rules and steps and methods themselves.

A characteristic feature of education today is developing a personality able to think creatively. In this regard, various kinds of technologies focused on the development of personality, ability to implement their own individuality are developed and implemented. Organization of research activities is aimed at education, training and development of students, that can stimulate a person's cognitive activity, individual creative talents, the formation of a logical scientific thinking.

Which of these definitions teaching method should be followed? Every scientist has given his concept of the method, focusing on one or another side of him. Comparison of definitions shows that they do not contradict each other, but complement each other. Therefore it is useful to know all these definitions teaching method.

Classification of teaching methods.

Since learning methods are numerous and have multiple characteristics, they can be classified according to several reasons.

1. By the transmission source and nature of perception – a system of traditional methods (E.Ya.Golant, I.T.Ogorodnikov, S.I. Perovsky): verbal methods (story, talks, lectures and so on); visual (display, demonstration, etc.); practical (laboratory work, essays, etc.).

2. The nature of the mutual work of the teacher and students – a system of teaching methods I.Ya. Lerner – M.N. Skatkina: explanatory, illustrative technique, reproductive method, the problem of presentation, partial search, heuristic research method.

Problem introduction occupies an intermediate position, as it equally involves both finished mastering the information and elements of creative activity.

Explanatory-illustrative method that can also be called informationally receptive method. The teacher gives information by various means, and student perceives, recognizes and records the information in memory. Communicating is performed by the teacher by means of spoken word (story, lecture, explanation), the printed word (textbooks, supplementary benefits), visual aids (pictures, diagrams, videos) show practical ways of life (showing a method of solving the problem of scheduling methods, and annotations etc.). Learners listen, watch, manipulate objects and knowledge, read, watch, relate new information with previously learned and stored. Explanatory-illustrative method is one of the most efficient ways to transfer generalized and systematic human experience.

Reproductive method. For the acquisition of skills through assignments the activities are organized for learners repeatedly to report their knowledge and show ways of activity. The teacher gives the task and trains them to perform and solve similar tasks, make plans, etc. The difficulty of the task, the abilities of the student depend on how long, how many times and at what intervals he must repeat the operation. It was found that the assimilation of new words when learning a foreign language requires that these words have met 20 times during a certain period. In short, playback and repeat mode of action on the model are the main features of the reproductive method [2].

Productive teaching methods. The most important requirement for high school is the formation of creative personality qualities. Analysis of the major types of creative activity shows that in its systematic implementation in human form qualities such as speed of orientation in a changing environment, the ability to see a problem and do not be afraid of novelty, originality and productive thinking, creativity, intuition, etc., i.e., qualities for which demand is very high at present and will undoubtedly increase in the future. The condition for the functioning of productive methods is a problem and the creation of the problem situation.

Problematic situation is a mental state of intellectual difficulties, on the one hand, due to a keen desire to solve the problem, but on the other hand – it is impossible to do this with the help of stock of knowledge using familiar methods of operation, and creates the need to acquire new knowledge or finding new ways action.

Analysis of the problematic situation is an important stage of independent cognitive activity. The correct formulation and transformation of problems into a chain of clear and specific problem tasks – this is a very significant contribution to the solution of the problem. No wonder it is said: «Formulating the problem in right way is half way to its solving.» Next, you need to work consistently with each problematic issue separately. Usually large amounts of guesswork and several hypotheses are put forward, so they are quite reasonable assumptions. Then the problem is accomplished by sequential testing hypotheses.

Partial search or heuristic method. In order to gradually approach the students to self-help they need to teach pre-execution steps decisions of individual phases of the study, forming their skills gradually. In one case, they are taught to vision problems, offering to put questions to the picture, document, account of the contents. In second case, they are required to build their own evidence was found; in the third – to draw conclusions from the facts presented; in the fourth – to suggest; in the fifth – his plan to build a test, and so on. Another variation of this method is the division of a complex series of tasks on the available subtasks, each of which facilitates the approach to the basic problem. A third option is to build a heuristic conversation, consisting of a series of interrelated issues, each of which is a step towards addressing the problem and most of which requires students to not only play their knowledge, but also the implementation of a small search. This method, in particular the first variant, is very common in the practice of teaching, so we only give examples of the latter two.

A special group of active learning methods are the methods under which the work of student is a productive, creative, exploratory in nature. They allow you to not only play the acquired knowledge and use them in practice-oriented activities.

Active learning methods provide students the opportunity to learn from experience, to acquire diverse subjective experience. Proper use of active methods of teacher involves: deep-designed learning objectives, a high level of involvement of participants, analysis and discussion of teaching experience acquired or received information [4].

Didactic goals of active learning methods are in expanding horizons, cognitive activity; acquisition of experience in the application of knowledge and skills in the work; development traits of creative activity, reflection skills.

Upbringing goals are the following: the development of independence, activity and will; the formation of certain approaches, attitudes, moral and philosophical systems; learning to work in a team and communication skills.

Educational objectives: the development of attention, memory, language, thinking, the ability to compare, compare, merge together; creativity, the ability to find optimal or most simple solutions to predict the expected result, and others.

It should be noted that active learning methods involve the use in the educational process a specific sequence of tasks: from the individual analysis and assessment of specific situations, then you can go to a collective assessment of the situation, didactic games: role-playing, operational, simulation, and then use business games. Thus, the active methods should be applied to the extent and sophistication.

Communicative goals: the ability to express his thoughts orally and in writing, the ability to establish and maintain a psychological contact; good listening skills, to understand his motives, the current psychological state, skill points in a broad spectrum of behavior; ability to prove, to convince, to express agreement (disagreement).

Thus, we can draw the following conclusions:

Methods of teaching mean the joint work of the teacher and students to achieve their educational goals. They are one of the tools and techniques of educationally purposeful interaction between teacher and students.

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ОСОБЕННОСТИ ПОЛИТИКИ ГОСУДАРСТВЕННОЙ ПОДДЕРЖКИ R&D АМЕРИКАНСКИХ УНИВЕРСИТЕТОВ В УСЛОВИЯХ ОБЩЕСТВА ЗНАНИЙ

В статье проанализированы управленческие аспекты федеральной поддержки университетских научных исследований (R&D) в США; выявлены мировые тренды финансирования академической науки в условиях общества знаний в посткризисный период (2008 г. – наши дни).

Ключевые слова: общество знаний, университет, R&D, академическая наука, трансфер знаний, федеральная политика, финансирование, США.

Сбруев М. Г. Особливості політики державної підтримки R&D американських університетів в умовах суспільства знань.

У статті проаналізовано управлінські аспекти федеральної підтримки університетських наукових досліджень (R&D) у США; виявлені світові тренди фінансування академічної науки в умовах суспільства знань у посткризовий період (2008 р. – наші дні)..

Ключові слова: суспільство знань, університет, R&D, академічна наука, трансфер знань, федеральна політика, фінансування, США.

Sbruiev N. Peculiarities of the Federal Support Policy to U.S. University R&D in the Context of Knowledge Society.

Abstract: In the paper the managerial aspects of federal support policy for university R& D in the US are analyzed. New trends in the world of academic research funding in a knowledge society in the post-crisis period (2008 – today

Key words: knowledge society, university, R&D, academic science, knowledge transfer, federal policy, financing, USA.

Глобальным трендом современного мирового развития является создание общества знаний и наукоемкой инновационной экономики, основанной на этих знаниях. Вся мировая экономическая система сейчас пронизана сетями сбора и обмена информацией, благодаря чему она становится реальным, изменчивым и живым механизмом. Экономисты утверждают, что возникла «инновационная информационно-сетевая экономика, в которой инновации, информация, новое знание являются решающими факторами экономического роста и глобального лидерства, а информационно-сетевое взаимодействие (координация, деятельность, управление в глобальной сети Интернет) позволяет более быстро, гибко и разнообразно адаптироваться к быстрым изменениям рыночной ситуации» [2, с. 42]. Одним из главных акторов этого процесса становятся университеты, так как результаты их научно-исследовательской деятельности в той или иной степени становятся основой для новейших технологий.

В этом контексте одной из приоритетных сфер инвестирования в знания и инновации считаем образование и академическую науку. Особое, ключевое место в этом процессе принадлежит государственной политике поддержки и развития университетов, которые, с одной стороны, являются исследовательскими организациями, драйверами знаний и инноваций и, что особенно важно, гарантами конкурентоспособности