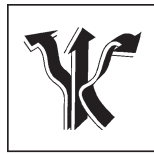


МІЖРЕГІОНАЛЬНА АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ



МАУП

НАУКОВІ ПРАЦІ МАУП

Засновано у 2001 р.

Випуск 50 (3–2016)

Київ
ДП «Видавничий дім «Персонал»
2016

Редакційна колегія

Курко М. Н., д-р юрид. наук, проф. — головний редактор

Головатий М. Ф., д-р політ. наук, проф. — заступник головного редактора

Ігнатченко А. А., канд. техн. наук — відповідальний редактор

Політичні науки

Антонюк О. В., д-р політ. наук, проф., Бабкіна О. В., д-р політ. наук, проф., Бідзюра І. П., д-р політ. наук, Варзар І. М., д-р політ. наук, проф., Головатий М. Ф., д-р політ. наук, проф., Гончаренко О. М., д-р іст. наук, Мелков Ю. О., д-р філос. наук, доц., Піляєв І. С., д-р політ. наук, Попов В. Ж., д-р іст. наук, проф., Сурмін Ю. П., д-р соціол. наук, проф., Хижняк І. А., д-р іст. наук, проф., Шуба О. В., д-р політ. наук, проф.

Юридичні науки

Александров Ю. В., канд. юрид. наук, проф., Ануфрієв М. І., д-р юрид. наук, проф., Бандурка О. О., д-р юрид. наук, проф., Бородин І. Л., д-р юрид. наук, проф., Гаркуша В. С., канд. юрид. наук, доцент, Демченко С. Ф., д-р юрид. наук, Джунь В. В., д-р юрид. наук, проф., Ковальська В. В., д-р юрид. наук, ст. наук. співр., Корнієнко М. І., канд. юрид. наук, проф., Курко М. Н., д-р юрид. наук, проф., Мартиненко О. А., д-р юрид. наук, проф., Муравйов К. В., канд. юрид. наук, доц., Недюха М. П., д-р філос. наук, проф., Подоляка А. М., д-р юрид. наук, проф., Романенко Є. О., д-р наук з держ. упр., доц., Темченко В. І., канд. юрид. наук, доц., Хрис-

тинченко Н. П., канд. юрид. наук, Юлдашев О. Х., д-р юрид. наук, проф., Ярмиш О. Н., д-р юрид. наук, проф.

Економічні науки

Захожай В. Б., д-р екон. наук, проф., Дахно І. І., д-р екон. наук, проф., Дмитренко Г. А., д-р екон. наук, проф., Куроченко О. В., д-р екон. наук, проф., Пила В. І., д-р екон. наук, проф., Радзівський О. І., д-р екон. наук, Федоренко В. Г., д-р екон. наук, проф., Шостак Л. Б., д-р екон. наук, проф., Швець В. Я., д-р екон. наук, проф., Баєва О. В., д-р біол. наук, проф., Сафонова В. Є., д-р екон. наук, Хачатрян Г. Е., д-р екон. наук.

Педагогічні та психологічні науки

Чернуха Н. М., д-р пед. наук, проф., Юник Д. Г., д-р пед. наук, проф., Кучерявий О. Г., д-р пед. наук, проф., Рижиков В. С., д-р пед. наук, доц., Ельбрехт О. М., д-р пед. наук, доц., Гуменникова Т. Р., д-р пед. наук, доц., Добрянський І. А., д-р пед. наук, проф., заслужений працівник освіти України, Анісімов М. В., д-р пед. наук, проф., Балл Г. А., д-р психол. наук, проф., Лігоцький А. О., д-р пед. наук, проф., Ложкін Г. В., д-р психол. наук, проф., Приходько Ю. О., д-р психол. наук, проф., Синьов В. М., д-р пед. наук, проф., Чернуха Н. М., д-р пед. наук, проф., Чуприков А. П., д-р мед. наук, проф., Бучек А. О., д-р психол. наук, проф.

Рекомендовано до друку Вченою радою Міжрегіональної Академії управління персоналом (протокол № 10 від 28 вересня 2016 р.)

Міжрегіональна Академія управління персоналом.

М58 Наукові праці МАУП / редкол.: М. Н. Курко (голов. ред.) [та ін.]. — К. : МАУП, 2001. — Вип. 50 (3–2016). — К. : ДП “Вид. дім “Персонал”, 2016. — 212 с.: іл. — Бібліогр. в кінці ст.

У збірнику наукових праць публікуються статті науковців, які займаються проблемами розвитку політології, права і економіки.

Для науковців, викладачів, студентів, а також усіх, кого цікавить розвиток науки в Україні.

Збірник “Наукові праці МАУП” за наказом Міністерства освіти і науки України від 09.03.16 № 241 визнано як фахове видання з політичних наук (дата включення 26.05.10), юридичних наук (дата включення 31.05.11), економічних наук (дата включення 21.11.13).

ББК 65.9(4УКР)29-2я43+67.9(4УКР)я43

Резнік Н. П.

Особливості функціонування вітчизняного
біржового товарного ринку
у сучасних умовах 115

Баєв В. В.

Класифікація медичного туризму
в умовах глобалізації міжнародного
медичного простору 119

Дубовкіна М. Ю., Зінченко С. Г.

Інвестування та синергія в транспортних
системах морського порту 126

Слободяник А. М.

Сучасний стан похідних фінансових
інструментів на світових біржових ринках 130

Бояджиєв Т. І.

Теоретичні аспекти формування свідомої
поведінки споживача у процесі
реалізації товарів та надання послуг 136

Зур'ян О. В.

Економічна сутність та класифікація
фінансових ризиків 141

Котляров В. О.

Інвестиційно-інтеграційна діяльність
агропромислового комплексу України
в сучасних ринкових умовах 147

Стефен Сінікієм Азаїкі І.

Бідність по-українськи в контексті
світової бідності: спільне і особливе 151

Чжан Лу

Економічний пояс Шовкового шляху:
історія, розвиток, перспективи 154

Захожай В. Б., Братусь Г. А.

Методичні засади формування стратегії
підвищення ефективності діяльності
промислових підприємств 159

Братусь Г. А.

Методичний підхід до розробки збалансованої
оцінки ефективності діяльності сучасних
промислових підприємств 165

ПЕДАГОГІЧНІ НАУКИ 171**Sorokin I. I., Chernukha N. M.,**

Yanyuk L. V.
*Integrity of modern educational environment:
response to the challenge of time* 171

Bakhov I. S.

*Theoretical foundations of the university
policultural education* 176

Aslanov G. A.

*Value attitude to health as a priority
of successful life self-realization
of modern personality* 181

Golovach N. V.

*Pedagogical conditions of successful
professional adaptation of students in the process
of professional training* 187

Zakharova A. S.

*Special aspects in foreign language
professional education of philology students
in Ecuador* 192

Shtroble V. V.

*Peculiarities of forming preparadness
for future psychologists to develop creativity
in the consultative interaction by means
of training exercises* 198

Гончаренко Є. Ю.

*Лексико-граматична концептуалізація
ділового мовлення та аспектний переклад
з німецької мови* 202

ВІДОМОСТІ ПРО АВТОРІВ 207

**SPECIAL ASPECTS IN FOREIGN LANGUAGE PROFESSIONAL
EDUCTION OF PHILOLOGY STUDENTS IN ECUADOR**

Наукові праці МАУП, 2016, вип. 50(3), с. 192–197

The article is devoted to the analysis of foreign language teaching system in the universities of Ecuador and reviews the use of interactive technologies in language learning in the universities, which constantly change their educational methods and adapt to the requirements of modern international society. The article describes special aspects of this type of learning and the use of multimedia technologies as a method for realization of interactive learning goals.

Different processes in the development of our society have determined rising importance of foreign language learning in the whole world. There is no doubt about the fact that knowing a foreign language gives an opportunity to modern specialists to develop their professional skills, using researches, made by professionals in other countries. As a result we become more opened towards the world and the world constantly reveals new possibilities for us.

Many countries direct their politics on development of international relationships with surrounding countries and other continents, for that reason international communication with specialists from other countries becomes more and more important. Therefore there is a big need in improvement ways of foreign language teaching strategies. In order to meet society requirements educational institutions must constantly change their educational methods and adapt their teaching strategies to modern demands.

One of the most important changes, which happen nowadays, is introduction of interactive technologies in foreign language teaching. All these changes are result of motion in the direction of innovative paradigm, which is not only a way to obtain professional skills, but also it gives an opportunity to develop intellectual and creative skills to open a whole potential for a professional training of specialists.

The use of interactive technologies in educational process is described in a great amount of researches, where theoretical and practical aspects, as well as problems and goals of this education type are revealed. Many articles and scientific papers confirm a constant interest and devotion of scientists to the analysis and investigation of interactive learning methods for finding new educational aspects and improvement of higher education system in totality. Different researchers, such as M. V. Klarina, L. V. Pirozhenko, O. I. Pometun, I. S. Yakimanska and others stress in their works the importance of various teaching aspects, theoretical and practical methods as well as problems of interactive learning [4, 6–8].

The goal of this article is to reveal the special aspects in pedagogical system of foreign language teaching in the University of Ecuador, and to analyze the use of interactive technologies in foreign language teaching. The subject of the article is relevant and little investigated from the perspective of the special aspects of foreign language teaching in Latin America. Primarily the use of interactive technologies is one of the characteristics of modern education in Ecuador. That's why the analysis of new teaching strategies abroad could be a major step toward investigations of foreign language teaching methods.

There is no doubt that a need for foreign language learning is significant. Various universities of Ecuador offer courses of foreign languages such as: English, German, French, Italian, Japanese, Chinese, Russian, Kichwa, Portuguese and others. Such diversity of choice confirms the need and more and more growing interest in language learning.

This article is devoted to the analysis of interactive technologies appliance in the learning of German language by students in the University of Ecuador. Significant factors are goal and relevance of this learning type, which is applied already many years in the educational system of Ecuadorian universities. It should be also emphasized that language learning in the universities of Ecuador is directed on correspondence to international standards of language proficiency. For example, educational program of German language is divided in accordance to international rules, so that there are considered different levels from A1 to C1, each of them has a detailed description in international frameworks. For this reason professional skills and abilities of the student on each level correspond to existing standards.

Certainly, foreign language learning system in institutions of higher education in Ecuador should be distinguished from the system, applied in Ukraine. National Universities of Ukraine mostly provide education in a formed students group of certain faculty, which has an already established learning plan, fixed docents and own educational program. Speaking about foreign language learning, there should be highlighted, that not always language knowledge of all students in the group are equal, so that, for example, one student can speak German better than others, and the another one lacks speaking skills, but they all learn in the same group. This happens especially while foreign language learning by students of non-philology specializations, or by philology students while learning not the main, but second foreign language. Such educational form can't be totally efficient, because weaker students not always can follow new information fast, and stronger students don't reveal their potential completely.

Concerning Ecuadorian universities, there can be mentioned several differences in the education system. A student, who studies on a certain faculty, has it's a program, which he must fulfill. However he has a right to organize his own schedule in accordance to university opportunities. On this way he can choose time and docent, provided by the university.

In conformity with a program, established by every faculty, students must complete 6 or 8 language proficiency levels, depending on norms of each faculty. Also, it is to be noted that in many cases a student has right to choose a language, he wants to learn, an exception could be only English language, established by many faculties as obligatory subject. All other foreign languages are optional. If a student must learn second foreign language in accordance to the educational program, he can choose between 6 or 7 languages. Therefore if he already has foreign language knowledge, there is a possibility to pass a language level definition exam and depending on result enter not first level but higher level course. Thus, it should be noted that, for example, in the same group of 3 Level German can study together students of first, third, fourth or fifth academic year from different faculties, as well as other persons, who don't study in the university, but need foreign language for work purposes.

There is no doubt that such method is more efficient, because the students, who learn in the same group have approximately equal language knowing level. This gives an opportunity to learn foreign language step by step, reaching better results.

While learning foreign languages an important aspect, considered by many Ecuadorian Universities, is constancy in language learning. Open courses of foreign languages offer regular and intensive courses. In the regular course one level covers a whole semester, about 4 months, the intensive one – about two months. Depending on course type, one can choose between 1 hour and 2 hour course a day, from Monday till Friday. The constancy in language learning is very important aspect, which permits to obtain good results in a short period. The students permanently remain in incessant information flow,

which prevents them from forgetting already discussed material.

One of the characteristics of educational system in higher education institutions in Ecuador is evaluation of teachers work and teaching abilities by students. Such evaluation is held once a semester, so that students evaluate in accordance to different parameters all the learning process, organized by a teacher during the whole semester. Doubtless, this becomes motivation for permanent improvement and development of teacher's professional skills, so the use of modern technologies in education is essential aspect for development of professional university society.

Certainly, in order to obtain rather fast and efficient results it is of great importance to use different forms and methods, which could be useful for developing professional skills by students. Interactive technologies in foreign language learning result to be particularly significant.

Constant extension and use of communicative-informational technologies in different situations causes certain changes in education. New interactive technologies stimulate education quality and help to obtain targeted results in foreign language learning. Organization of the educational process demands on the teacher invention of more creative approaches, as the use of interactive technologies makes learning process more interesting and active. However, it is to be noted, that fast evolution of multimedia makes possible its use in education.

Both in Ukraine and Ecuador the use of interactive technologies becomes more and more popular. With regard to the foreign language learning in Ukraine, it can be noted, that teachers not always tend to use new educational forms, leaning toward applying of the traditional, already known during many years and accustomed teaching methods. For example, simple reading and retelling of texts, translation or fulfilling of grammar exercises. Doubtless, the traditional teaching strategies are also efficient and have their advantages, providing targeted learning results. However, using such educational methods students tend to develop their writing skills, while oral speaking is also of

great importance, but yet not sufficient trained for fully-featured communication.

It is a combination of modern and traditional foreign language teaching forms, that can provide efficient learning results, as well as give students an opportunity to develop both their writing and oral skills at the same time. Appliance of multimedia boards, screen projectors and Internet resources in education makes the learning process more interesting and active. Still the use of such technologies in universities of Ukraine is not so widespread as abroad, as only some high schools and universities apply these technologies frequently.

The quality of education is characterized by sufficient development of writing and oral speaking skills for fulfillment of fully-featured communication. Foreign language teaching methods and educational program build on modern language teaching strategies and utilization of new technologies, so that the use of multimedia and interactive technologies becomes usual practice. Nowadays the interactive educational methods with use of computer programs, multimedia projectors and web cameras receive increased attention. This gives an opportunity to organize social-educational activity more efficient.

In the following there are some examples of using multimedia in foreign language learning:

- The use of computer, Internet and web camera for organization of video conference between students from Ecuador and Germany;
- The use of multimedia projector for video demonstration or audio reproduction, applying further theme discussing;
- The use of Internet resources, educational web sites, linguistic or grammar online tests, as well as additional teaching materials;
- The use of Internet resources for organization of interactive games or discussions between students, within the discussion for finding the best solution in certain learning situation [2, 49–51].

Utilization of interactive technologies in foreign language teaching is directed on the improvement of oral speaking skills, and becomes more efficient owing to that fact, that

students discuss real life situation, which can appear while communicating with native speakers. Such practical language use generates rising motivation and interest toward language learning process, which in turn is a step to proficiency and further learning progress of specialists.

As such, interactive learning began to be used not so long ago, thus great amount of researches affirm an ever burning interest and significance of this theme.

So why does interactive learning, in opinion of many researches, give the most efficient learning results? It is interactive learning that is best suitable for theory and practice of modern language teaching, because at its basis is proactive engagement of teacher and students, that gives students possibility to be not just a lecture participant, but to be a subject of real communicative activity, which stimulates student's inner capacity awakening and learning on creativity level [4, 6–8].

In the conditions of modernization of learning processes the multimedia technologies in education are widely used. These technologies make it possible to work with different images, video, animation, sound and games. The use of multimedia projectors, computers, laptops, interactive boards, screens permits to organize an educational process more efficient and interesting. In such a way not only a teacher but also students can make use of these gadgets for the fulfillment of various tasks and work presentations.

Application of interactive technologies facilitates new material learning. Why is interactive learning so important in language learning? Interactivity is an active communication between teacher and students, which stimulates experience accumulation, team-working skills, openness and tolerance in discussions. It is to be mentioned, that educational games, role playing game, psychological trainings, group discussions, brain storming, cooperative learning have become now an indispensable part of learning process in Ecuadorian Universities. Interactive lessons, training conference-lectures, problem lessons, discussions, presentations and investigations — all these methods are used in order to obtain better results in learning [1, 1–8].

Multimedia technologies allow to arrange the lesson in such a manner that it would be simple to understand, because they make it possible to demonstrate new information or material from various points, using additional resources. In the process of new material learning students can watch videos or associate new information with pictures, all this complete the main lesson theme. In such a way teacher can expand information volume and vary it.

There is no doubt, that the use of interactive technologies is current topic, which is important in the context of new educational forms. Our society constantly faces the necessity of social problems solving. Foreign language knowing is indispensable part of society evolution, as communication and understanding people of other nations is, and has always been, a huge step to individual personality growth, society evolution and nation progress.

While foreign language learning writing and oral speaking abilities is considered very important. In this case communication is a capacity to understand, transform, learn and retell information using foreign language. The goal of interactive learning is to develop skills for realization these significant communicational tasks and for quick orientation in different life situations.

Higher education institutions in Ecuador apply interactive technologies using multimedia very often. All university training rooms are equipped with computer and multimedia projector that makes it possible to use these gadgets on any lesson at any time. First of all it is foreign language teaching that demands using of these educational methods.

Video watching, using internet resources, for example, linguistic tests or online games, language resources from different web sites, gives students an opportunity not only to learn foreign language from viewpoint of necessity of writing and oral communication, but also to learn a social-cultural aspect, learn more about the country, whose language they learn.

Among interactive learning goals there should be mentioned following:

- Creation of comfortable learning conditions, where student can experience his own successfulness;

- Organization and development of dialogue communication, directed on mutual understanding and interaction between students;
- Elimination of one student's domination over the others, or dominance of one point of view in a group;
- Development of skills for critical thinking, difficult task solving basing on circumstances and information analysis;
- Development of communicative skills with native speakers and participation in discussions [3, 3–6].

It is noteworthy, that learning the social-cultural aspect of the country, whose language we learn, stimulates motivation and interest while foreign language learning and this is a huge progress. Personal interest and conception of new information encourage being more professional, and this is fundamental for the development of professional society.

The foreign language teaching system in the universities of Ecuador represent some differences in comparison to language teaching system applied in Ukraine. A push towards the use of new strategies in education is a constant demand to meet the requirements of modern society, so the international language level proficiency system improves the whole pedagogical system. Such factors as constancy in language learning, correspondence to international standards and development of intercultural aspect in education is a push towards permanent improvement of foreign language teaching system. The use of new strategies, Internet and multimedia in education permits young specialists to reach efficient results in language learning and develop their writing and speaking skills faster.

Modern life needs the use of intellectual and creative human potential, that's why profes-

sional training of qualified specialists is subject to changes, adapting to the requirements of our time. One of these changes is tendency to applying of various interactive methods in language teaching. New teaching technologies and strategies are necessary to meet the needs of world education, so a big number of investigations about interactive learning confirm significance of this theme and further perspectives of researches dedicated to interactive learning.

These methods make it possible to improve the professional training of students and they are fundamental for efficient realization of competent teaching strategy. Present research provides ground to assume, that universities of Ecuador make use of interactive technologies in foreign language learning very often, and so it stimulates the development of innovative thinking, avoiding stereotypes while expressing own opinion, it improves communication skills and motivates students to further language learning.



Literature

1. Achapovskaya M. Z. Interactive technologies and their role in the improvement of education quality / M. Z. Achapovskaya // Materials 5th International scientific-practical conference. — P. 2. — Pinsk, 2011. — P. 1–8.
2. Bilokonna N. I. The problem of applying informational technologies in educational process / N. I. Bilokonna // II Slavonic pedagogical reading: Information from international conference. — Tiraspol, 2003. — P. 49–51.
3. Kuptsova R. S. Pedagogic methods and learning technologies in professional education. Interactive teaching technologies / R. S. Kuptsova // Information from scientific conference "Professional education". — November, 2012. — P. 3–6.
4. Pometun O. I. Modern lesson. Interactive technologies in education: Scientific-methodical manual / O. I. Pometun // A.S.K. — 2004. — P. 6–8.

Permanent change of society demands puts new claims on modern education. The research in foreign language educational system in the University of Ecuador reveals new aspects in foreign language teaching. The modern society needs an improvement of foreign language teaching strategies, that's why the use of interactive technologies is indispensable part of modern education.

Постійна зміна вимог суспільства ставить нові виклики до сучасної освіти. Дослідження системи навчання іноземним мовам в університеті Еквадору відкриває нові аспекти у викладанні іноземної мови. Сучасне су-

спільство потребує поліпшення стратегій викладання іноземної мови, тому використання інтерактивних технологій є невід'ємною частиною сучасної освіти.

Постоянное изменение требований общества выдвигает новые вызовы к современному образованию. Исследование системы обучения иностранным языкам в университете Эквадора открывает новые аспекты в преподавании иностранного языка. Современное общество нуждается в улучшении стратегий преподавания иностранного языка, поэтому использование интерактивных технологий является неотъемлемой частью современного образования.

Надійшла 19 липня 2016 р.