

SCI-CONF.COM.UA

THE WORLD OF SCIENCE AND INNOVATION



**ABSTRACTS OF VII INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE
FEBRUARY 10-12, 2021**

**LONDON
2021**

THE WORLD OF SCIENCE AND INNOVATION

Abstracts of VII International Scientific and Practical Conference
London, United Kingdom
10-12 February 2021

**London, United Kingdom
2021**

UDC 001.1

The 7th International scientific and practical conference “The world of science and innovation” (February 10-12, 2021) Cognum Publishing House, London, United Kingdom. 2021. 1055 p.

ISBN 978-92-9472-197-6

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // The world of science and innovation. Abstracts of the 7th International scientific and practical conference. Cognum Publishing House. London, United Kingdom. 2021. Pp. 21-27. URL: <https://sci-conf.com.ua/vii-mezhdunarodnaya-nauchno-prakticheskaya-konferentsiya-the-world-of-science-and-innovation-10-12-fevralya-2021-goda-london-velikobritaniya-arhiv/>.

Editor

Komarytskyy M.L.

Ph.D. in Economics, Associate Professor

Collection of scientific articles published is the scientific and practical publication, which contains scientific articles of students, graduate students, Candidates and Doctors of Sciences, research workers and practitioners from Europe, Ukraine, Russia and from neighbouring countries and beyond. The articles contain the study, reflecting the processes and changes in the structure of modern science. The collection of scientific articles is for students, postgraduate students, doctoral candidates, teachers, researchers, practitioners and people interested in the trends of modern science development.

e-mail: london@sci-conf.com.ua

homepage: <https://sci-conf.com.ua>

©2021 Scientific Publishing Center “Sci-conf.com.ua” ®

©2021 Cognum Publishing House ®

©2021 Authors of the articles

TABLE OF CONTENTS

1.	<i>Adanov K. B., Khairova G. M., Shayakhmetova M., Aidarbek A. G., Duanbekova G. B., Duvanbekov R. S.</i>	17
	FORMING THE MANAGEMENT CULTURE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE PROCESS OF VOCATIONAL TRAINING.	
2.	<i>Baranova L.</i>	23
	THE CROSS CULTURAL TRAINING OF STUDENTS IN THE CONTEXT OF INTERNATIONALIZATION OF HIGHER EDUCATION IN CANADA.	
3.	<i>Bogvelishvili V.</i>	41
	DEVELOPMENT OF TRANSIT-LOGISTIC POTENTIAL OF GEORGIA.	
4.	<i>Bohdanovska N., Khairulina N.</i>	45
	PROTECTION OF HUMANS, CIVIL RIGHTS AND FREEDOMS AS A PRIORITY OF THE NATIONAL POLICE OF UKRAINE.	
5.	<i>Bulynina O. D., Bulynin V. A.</i>	48
	IMPROVING PEDAGOGICAL SKILLS IN FUTURE TEACHERS OF HISTORY AND LAW DURING THEIR PROFESSIONAL TRAINING.	
6.	<i>Gorbatyuk I., Balaka M., Mishchuk D.</i>	54
	INFORMATION MODEL OF BULLDOZER-LOOSER MOVEMENT.	
7.	<i>Kaplina T. V., Volodko O. V.</i>	60
	WAYS TO MINIMIZE THE CONSEQUENCES OF THE COVID-19 PANDEMIC IN THE FIELD OF HOTEL BUSINESS OF UKRAINE.	
8.	<i>Kaplina T. V., Rogova N. V.</i>	63
	PROBLEMS AND PROSPECTS OF INNOVATIVE DEVELOPMENT OF HOTEL ENTERPRISES OF UKRAINE.	
9.	<i>Koitasova G., Sultanbaeva Z.</i>	67
	SUBJECT- LANGUAGE INTEGRATED LEARNING AS AN INNOVATIVE EDUCATIONAL METHODOLOGY.	
10.	<i>Kopzhasarova U. I., Tsoy T. V.</i>	76
	INFORMATION LEARNING ENVIRONMENT AS A WAY OF DEVELOPMENT OF STUDENTS' INDEPENDENT WORK AT FOREIGN LANGUAGE CLASSES.	
11.	<i>Kovpak A. V.</i>	86
	CONDITION OF VESSELS IN PATIENTS WITH HYPERTENSION UNDER THE INFLUENCE OF TREATMENT.	
12.	<i>Kubanov R. A., Kucheruk A. S., Pisanetska S. V., Ismailova K. R.</i>	94
	DEFINITIONS "PUBLIC ADMINISTRATION", "PUBLIC ADMINISTRATION" AND "PUBLIC ADMINISTRATION".	

УДК: 378:373.011.3-051-047.22:612.821

IMPROVING PEDAGOGICAL SKILLS IN FUTURE TEACHERS OF HISTORY AND LAW DURING THEIR PROFESSIONAL TRAINING

Bulynina Oksana D.

Magistr of Medicine, assistant
Kharkov National Medical University

Bulynin Vladislav A.

graduate student
Ukrainian Engineering Pedagogics Academy
Kharkov, Ukraine

Abstract. The analysis of the answers given by the respondents gives us grounds to state that a common approach to the issues of salary, family and friends can be traced in the judgments of university entrants and students. Both questioned categories have a foggy notion of the labor conditions of an expert in history and law. The interrogation of practicing teachers showed that their professional turn of mind is effected by such factors as indulging in their favorite types of activities, their level of income or salary and their material support. A rather noticeable fact is that the responding teachers are slightly motivated by such factors as the profession prestige and the judgments of the members of their family.

Keywords: pedagogical skills in future teachers, pedagogical observations, pedagogical investigations and the questionnaire-based survey.

Introduction. A contemporary level of the development of society, education and science sets high requirements to the competence of the experts of different profiles and it requires essential changes in their professional training. Especially, we feel the need for the improvement of the pedagogical education; in particular it concerns the future teachers of history and law. The competition at the labor market anticipates the transition to more efficient forms of putting the advanced ideas of the

humanistic paradigm into practice at comprehensive schools and it requires the training of a highly qualified teaching staff.

Social and political changes that took place in Ukraine have essentially changed the essence of the professional activities of the teachers of history and law. At the same time, the traditional content, the forms and methods of their training meet the present day requirements not in full; these fail to form a teacher as an active and creative personality. Therefore, the upgrading of the process of education of the teachers of history and law at the institutions of higher education (IHE) gains a great importance, because particularly the institutions of higher education give profound knowledge, skills and knacks to the students; these give push to their professional development, shape their interests, professional motivation and value orientations and all that results in the formation of their professional and pedagogical stand. The institutions of higher education are made responsible for the training of a new generation of the teachers whose content and the level of qualification comply with the innovations that occur in the branches of history, law and educational activities.

Today, the theory and practice of higher pedagogical education gained a wide experience that embraces many aspects of the professional and pedagogical training of future teachers. Over the last decades the home and foreign pedagogy has paid much attention to the continuous pedagogical education [1, c. 80] and pedagogical mastership [2, c. 58]. Special attention is paid to the issues of self-education, self-actualization and self-perfection of future teachers [3, c.115].

The analysis of psychological and pedagogical literature is indicative of that the scientists pay their attention to such aspects of the training of a future teacher as the development of his pedagogical creativity [4, c. 20] and the development of the professional competence of future teachers [5, c. 10].

The scientists stress a high efficiency of the contemporary methods of instruction adopted for the historical and legal education. However, their application for the learning of pedagogical disciplines is highlighted insufficiently. The problem of an increase in the efficiency of the professional-&-pedagogical training of the future teachers of history and law at the pedagogical institutions of higher educations

has been scantily investigated. At the same time, the peculiarities of the instruction of future teachers for the branches of history and law at the institutions of higher education are studied far less. In spite of the pedagogical essence of the above institutions, the current system of professional training used by them is aimed to a great extent at the development of the pedagogical skills and a general scientific component of the education of the future teachers of history and law, as a result the graduates are lacking in the level of pedagogical competence to meet the social demand. Hence, in spite of the importance of scientific investigations, the problem of the professional training of the future teachers of history and law at the institutions of higher education requires additional delving into the theoretical aspect and the traditional education system fails to provide an organic immersion of the new generation of teachers into the complicated and quickly changing field of the multiple demands of educational activities at the contemporary school.

The objective lies in the theoretical substantiation, development and partial experimental verification of the developed research instrumentation used for the estimation of the motivation-&- value constituent of the personal component of the pedagogical mastership of the future teachers of history and law.

Materials and methods of the research. Fifty entrants to the G.S. Skovoroda Kharkov National University of Pedagogy (KhNUP) and the fifty third-year students of the departments of law and history including fifty practicing teachers that were raising the level of their skills at the Institute for Advanced Studies and Retraining at the KhNUP in the specialty of 014 “Secondary Education” (History) and 081 “Law” expressed their written willingness to participate in these studies.

To solve formulated problems we used theoretical (learning, analyzing and summarizing the scientific, psychological -&-pedagogical, instructional and methodical literature on the investigated problem) and empirical (testing the students to estimate the level of their theoretical knowledge of the issues related to the molding of the pedagogical mastership in future teachers, in particular discussion, pedagogical observations, questionnaire-based survey of the students, monitoring, studying and summarizing the pedagogical experience) methods of investigation.

The obtained research data were processed using parametric and nonparametric methods of mathematical statistics with the confidence factor of $P < 0,05$.

Results and their description. The respondents were suggested to range societal and interpersonal factors as for their influence on the career guidance. It was established that the choice of the profession by university entrants is conditioned by such factors as the training staff, the personality of the pedagogue (the teacher of history and law), prestige of the studies of history and law. As a rule, this group of factors is manifested when practicing the selected type of activities.

The fact that the professional orientation or the career guidance of university entrants is slightly influenced by such factors as the social status of the pedagogue, his family and friends is of interest. The analysis of respondent judgments showed that the career guidance is subjected to a direct effect of the milieu during the studies of the history and law: the staff (collective body), the personality of a teacher, prestige of the studies of history and law and the salary. Undoubtedly, the qualification of the lawyer or historian somehow facilitates the professional motivation of university entrants; however it is not the main factor. In this connection, we can state that from the standpoint of the students the main factor for the expert in the field of history and law is the pedagogical (professional) mastership [6, c. 20]. At the same time, we believe that the main indicator of the competence of graduate students is the mastered methods of pedagogical activities. It concerns all the experts involved in the branch, not only the teachers of history and law.

Therefore, just an increase in the level of pedagogical mastership cannot be in any case the goal of the professional education at the special-purpose institutions of higher education [2, c. 80]. In addition, the information is available that many students terminate their studies of history and law with each passing course due to different reasons. Hence, we can state that the group of factors related to the raising of the level of skills in the selected type of activities reduces very often the effect of professional-&-motivating stimuli. It was also established that such factors as the opinion of the family, friends and the status of the specialists in the society have not so much influence on the students of HIE that study history and law. The responses

of the students are indicative of that they are dimly aware of the social importance of the selected profession. The obtained data confirm the standpoint of I. Pidlasyi who believes that most students that study at the institutions of higher education have no clear idea of their future profession [7, c. 150].

The analysis of the answers given by the respondents gives us grounds to state that the judgments of university entrants and students show a common approach to the issues of the amount of payment, family and friends. Both questioned categories have no clear idea of the labor conditions of an expert in history and law. The interrogation of practicing teachers showed that their professional orientation is influenced by such factor as the conduct of their favorite types of activities, the collective body, the salary and their material and technical security. It should be noted that the prestige of the profession and the opinion of the family are weakly motivating factors for the responding teachers.

Let's pay attention to a very interesting tendency that was revealed during the questioning of the students and practicing teachers. The striving for the self-realization was revealed in students within the framework of their activities (the achievement of a certain result that would contribute to their future profession) and the teachers showed this tendency when conducting their professional activities. The need for the self-expression in these activities is indicative of the insufficient level of the formation of the professional-&-pedagogical orientation in students during their studies at the institutions of higher education. The mood of self-realization that was revealed in practicing teachers should be developed during their professional training.

Conclusions:

1. The students believe that the pedagogical skills are the main goal for the future specialist in the field of history and law, though they have a foggy notion of the social importance of the selected profession.

2. A common approach to the issues of salary, family and friends is traced in the judgments of university entrants and students, though they have a foggy notion of the labor conditions of the experts involved in history and law.

3. The striving for the self-realization was revealed in students within the

framework of their activities (achievement of a certain result for their future profession) and the teachers showed this tendency when conducting their professional activities.

REFERENCES

1. Гуревич Р. Неперервна освіта педагога: мотиваційні чинники / Р. Гуревич, А. Коломієць // Професійна освіта: педагогіка і психологія: польсько-український журнал / за ред. Т. Левовацького, І. Вільш, І. Зязюна, Н. Ничкало. – Ченстохова – Київ: АJD, 2003. – IV. – С. 75-84.
2. Отич О. М. Основи педагогічної майстерності викладача професійної школи: підручник. Кіровоград : Імекс-ЛТД, 2014. – 208 с.
3. Северіна Т.М. Ціннісна детермінація особистісного самовдосконалення студентів у навчально-виховному процесі вищих педагогічних навчальних закладів [Текст]: дис. ... канд. пед. наук: 13.00.07 / Тетяна Миколаївна Северіна; державний педагогічний університет ім. П.Тичини. – Умань. – 2012. – 225 с.
4. Мартишина Н.В. Становление и развитие творческого потенциала педагога в системе непрерывного педагогического образования: автореф. дис. на соискание уч. степени доктора пед. наук: спец. 1300.01 „Общая педагогика, история педагогики и образования” / Н.В. Мартишина. – Рязань, 2009. – 40 с.
5. Зимняя И. А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании / И. А. Зимняя. – М.: Исслед. центр проблем качества подготовки специалистов, 2004. – 42 с.
6. Богданова І.М. Професійно-педагогічна підготовка майбутніх учителів на основі застосування інноваційних технологій: автореф. дис... д-ра пед. наук: 13.00.04/ І.М. Богданова. – К., 2003. – 38 с.
7. Подласый И.П. Педагогика. Новый курс: учеб. для студ. пед. вузов: в 2 кн. / И.П. Подласый. – М.: ВЛАДОС, 1999. - Кн. 1: Общие основы. Процесс обучения. – 576 с.