

науковців усього світу відкритим залишається питання щодо трактування і варіантів тлумачення поняття «компетентність».

Таким чином, аналізуючи вищесказане, можна стверджувати, що в педагогічній літературі немає єдності поглядів щодо визначення терміну «компетентність». Поняття компетентність доцільно розглядати як сукупність знань, умінь та навичок, потрібних для професійної діяльності при підготовці майбутніх вчителів початкової школи.

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ADAPTATION OF FOREIGN STUDENTS

With each passing year, more and more foreign students enroll in the Kherson State Maritime Academy. Most of them are really young. Admission to the Academy is the line dividing adolescence from adult life. Teaching staff has to remember that every student enrolls in the Academy with the luggage of his own moral standards and skills, a certain mindset, specific thoughts and views. He has already developed his position and outlook on life. Consequently, we cannot ignore society's changing expectations. We must pay attention to the fact that current freshmen appear to be somewhat different from previous ones. They know more; they have more demands and needs. A student has got a new kind of freedom, but he does not know how to manage it. Teachers face the whole range of different tasks: how to introduce students to each other; how to find a person you can rely on in the work with a group; how to spark the interest in knowledge and future profession; how to educate autonomy and activity. Overall success depends on solutions of these tasks.

The training of students at the Academy begins with the period of their adaptation to the new education conditions as well as with social and psychological adaptation. This period is crucial because it is very difficult for most of the students. This is the period of the progressive normalization of young men into their chosen careers. Their continued occupation depends on how easy or difficult, fast or slow they become accustomed to their new role of students and blend into their surroundings [2, p. 55].

The term «adaptation» refers to the process that fits organisms to their environment. There are several types of adaptation. Let us dwell on biological adaptation (to the process that fits organisms to their environment) and social and psychological adaptation (involvement into the system of interaction in a study group).

It is not a secret that all the circumstances in our lives work to lower the adaptive capacity of children: the shock when a child goes to a kindergarten; the first grade adaptation syndrome; the adaptation to the new training and living conditions at the Academy; stresses due to overloaded training programmes; the wrong choice of a teaching technology; authoritarian teacher-student communication style. A foreign student has to go through several important phases of adaptation.

The attitude towards education, introduction and communication with a new team and the correctly selected profession can be recognized as the optimal influences on the adaptation process [1, p. 85]. The latter point is imperative for a successful adaptation of foreign students. Professional adaptation begins with curiosity for the selected profession, its importance, the ability to perform it manually and to use one's head, respect for a person's work. If foreign students are able to learn this simple truth, in the first instance, then they will be highly motivated and productive in their studies, and the adaptation will be taking place without great difficulties.

The contact with teachers is the important stage of adaptation. The adaptation of a foreign student is the ability to meet standards and requirements of the Academy. At the beginning of September group counselors set up a meeting with cadets with a view to identifying their psychological characteristics and hobbies. In communicating, the attention is paid to the general emotional state associated with different forms of students' inclusion into the Academy life; issues and fears that arise in relations among students and teachers, reasons for a negative behavior, problems with academic failure are explored.

English teachers of the Academy having sufficient seniority and experience of pedagogical activities find ways to instill a thirst for knowledge, win cadets' respect to themselves as well as to the subject they teach. Teachers try not to set their subject high for students to have faith in their abilities, and for them not to feel uncomfortable. This helps to reduce indicators of anxiety of foreign students. Teachers know that a particular student could not be compared to the other one. This student has to feel that he is unique; that he is loved and accepted as he is.

The main aspects of the teacher's work are friendship, mutual understanding and respect. All students need love and warmth. The first thing we pay attention to is gaining their trust. A student has to know that he can tell his teacher or his group counselor everything, and they will understand him under any circumstances. In the field of education, students are mostly treated equally. A foreign student must be taught how to learn and which way to head, and he will find the truth himself. Any learning demands persistence. This means that a timely adaptation to the training conditions is the beginning of involvement to professional societies.

Another important point in foreign students' lives is living in the dormitory. Many additional factors have an impact on them, such as the separation from home, the absence of

relatives and friends, lack of their advice, the presence of roommates. Students need to adapt to a new way of life, develop skills of coexistence within the group, adaptability to the daily routine in the dormitory [1, p. 86].

A group counselor has an essential role to play. He or she helps a foreign student to adapt to the new conditions of the student's life both psychologically and socially, as well as to provide a favorable microclimate in the group. For this purpose, prior to the training group counselors of the foreign students' groups become acquainted with personal files of students; pay attention to the household composition, the place of residence, the outcomes at school and other characteristics of students. Students settle in the dormitory; the accommodations reflect their wishes and needs because development owes much to the conditions students face. This is a special microclimate where the personality of a student is shaped. This microclimate can help to create healthy, joyful people with multifaceted interests or vice versa, people—impervious to everything, passive and of the poor and narrow needs. Such conditions are created by the Academy staff. This is crucial for a group counselor, teachers and the dormitory personnel not to leave students alone with their problems, exercise sympathy and concern, and offer their help. Group counselors and teachers visit students who live in the dormitory, provide the necessary guidance, or just communicate with them.

One of the crucial stages of adaptation is introduction and communication with a new team where everybody is a new link, where everybody participates in the established norms and courtesies of behavior. Everybody has an opportunity to prove himself and win credibility and respect [3, p. 124]. Indeed, a leading micro group is established in the process of foreign students' adaptation. This micro group will create the development trends of the whole group over time, but that's further down the road. Group counselor chooses candidatures for appointment by the group leader and the core of the group in the beginning. First, a temporary group leader should be appointed in order to determine whether he can meet the requirements or not during the first days of study. Wishes of the group are taken into account later.

Since the first days of the training, the conflicts based on leadership and aspiration to be recognized by others can break out. Generally, those who have not fitted right in these circumstances face additional difficulties. Even the first failure can lead to disappointment, a loss of perspective, exclusion, and passivity. This student begins to cut classes and even can leave the training. In that case, only the teachers' attention can prevent it from happening. To examine the level of adaptation, during the foreign students' studies observations of them are held followed by a discussion with the foreign students' department staff.

Every year in October foreign students take part in the inauguration ceremony to mark the initiation into the cadets of the Kherson State Maritime Academy. They with pleasure participate in rehearsals and drills. Such event is the element of the entry into the profession; it encompasses a community. Students often attend student and sports clubs and take part in competitions after classes. Group counselors conduct classroom hours each week. All activities undertaken are related to the experience of the group. Students like them because they learn about their profession, as well as of their group mates since the first weeks of the training. All this brings them together and helps take insecurities away. Students learn to compete and find personal fulfillment. Foreign students, as well as all other students, wait eagerly for such activities. The adaptation process development of a person depends on the level of activity of inclusion in the social life of the group. If the life of the group at the Academy relates to the life at school, then a foreign student begins to accept the group standards, and he undergoes a process of progressive inclusion in the group.

At our Academy, the teaching and educational process aim to facilitate the foreign student's adaptation passage, prevent conflicts, and maintain the person's unique identity. Teachers face the enormous responsibility and challenge of facilitating foreign students' adaptation to the requirements of the Academy and preparing them to explore the special subjects.

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СІМ'Я ТА ЇЇ ЗНАЧЕННЯ У ПРОЦЕСІ СОЦІАЛІЗАЦІЇ ДИТИНИ ДОШКІЛЬНОГО ВІКУ

Становлення української державності, розбудова громадянського суспільства, інтеграція України у світове та європейське співтовариство передбачають орієнтацію на Людину, її духовну культуру. Закладена в сучасних державних документах (Національна доктрина розвитку освіти України у XXI столітті, Закони України «Про освіту», «Про дошкільну освіту», Базовий компонент дошкільної освіти) методологія освіти надає пріоритетності соціально розвиненій особистості, її життєвому самовизначенню, самореалізації, життєтворчості і, відповідно, апелює до сучасної особистісно зорієнтованої парадигми освіти. Першорядного значення вищесказане набуває, коли йдеться про соціалізацію особистості у дошкільному дитинстві, дослідження якого посідає особливе місце у педагогічній і психологічній науці, трактуючись науковцями як «період первинного фактичного становлення особистості» (О. Леонт'єв), коли конструюється образ соціального світу, розвивається соціальна активність як чинник світопізнання, закладається базис особистісної культури, усвідомлення себе як індивідуальності, формується ставлення до інших людей і до світу в цілому [5, с. 98].

Проблеми соціалізації особистості розглядалися з філософських, соціологічних, психологічних, педагогічних позицій. Серед учених, які суттєво вплинули на дослі-