

вищій школі США дають можливість викладачам та адміністраторам з інших країн запозичувати досвід США, і навпаки, академічний туризм по всьому світу допомагає американським педагогам запозичувати передовий досвід інших країн.

З вищесказаного можна зробити такі висновки: 1) розвиток системи підвищення кваліфікації науково-педагогічних кадрів вищої школи США регулюється діяльністю Департаменту освіти США з організації ефективної системи підвищення кваліфікації викладачів вищої школи; 2) реформування американської системи професійної освіти та вдосконалення нормативно-правової бази системи підвищення кваліфікації викладачів вищої школи США стали відповіддю на зміну соціально-економічної парадигми у суспільстві; 3) досвід підвищення кваліфікації викладачів вищої школи за кордоном став необхідною рушійною силою для впровадження оптимальної аналогічної системи в США.

Література

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UDK 378.147:811

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TEACHING UKRAINIAN AS A FOREIGN LANGUAGE: CHALLENGES AND OPPORTUNITIES

Nowadays globalization and internationalization of higher education in Ukraine has expanded the geography of students at the national higher educational institutions. So lots of foreign students study Ukrainian as a foreign language. As a result this issue becomes rather popular among researchers and practitioners.

Scientific research and methodological developments on teaching Ukrainian as a foreign language analyze significant problems in this field, in particular the organization of the educational process during the study of the language as a foreign language, general methodological principles, psycho and sociolinguistic basics, communicative approaches, development of communication skills, etc., non-resolution which leads to a methodologically unfounded teaching of the Ukrainian language as a foreign language.

In modern pedagogical science some aspects of the methodology of teaching Ukrainian as a foreign language have been investigated e.g. by S. Yavorsky (historical aspect), N. Borodin (terminological aspect), O. Trostynska (linguocultural aspect), O. Matsko (methodological aspect). However, most peculiarities of teaching Ukrainian as a foreign language, methodological approaches and tools are rather relevant.

At the higher schools' preparatory departments for foreign citizens it is necessary to train foreigners to use standard language constructions, to develop skills of communication in various situations of life, to give the basic rules of writing and understanding the speakers of another language, i.e. to prepare for communication among the Ukrainians.

There are lots of methods in the process of foreign language teaching, including Ukrainian, with varying degrees of dissemination and different theoretical bases. The most common are the following teaching methods: grammar and translation methods; consciously comparative method; audio-lingual method; audiovisual method; communicative method.

We suppose that language teaching should be based on a model of the natural process of communication, on an action approach and a communicative method of teaching Ukrainian as a foreign language. The communicative method is based on the following fundamental general didactic and methodical principles: the principle of speech-thinking activity (assumes that any speech material (phrase, text) is actively used by native speakers in the process of communication); the principle of individualization (the main means of creating motivation in mastering the language; principle of functionality - according to this principle the functions of speaking, reading, listening and writing are defined as a means of communication); principle of situationality (involves recognition of the situation as the basic unit of organization of the process of teaching foreign language communication); the principle of novelty (provides support for the interest in mastering a foreign language, the formation of speaking skills, the development of productivity and the dynamics of speaking skills).

The introduction of modern technologies, approaches and methods of teaching Ukrainian as a foreign language in the educational process contributes to improving the quality of its teaching and learning. In accordance with pan-European requirements for the quality of education, universities of Ukraine also provide informatization of the educational space, integration processes in modern education, establishment of Ukrainian education cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, opportunity to gain the second higher education and training for master programs abroad, etc.

All in all, the ways to increase students' cognitive interest in learning Ukrainian as a foreign language include the use of innovative technologies and new methodological approaches i.e. interactive teaching methods and technical training tools to test knowledge, dissemination of the learning materials, which enhance student learning and proficiency. Thus, a multimedia approach to teaching Ukrainian as a foreign language can provide instruction in basic speech activities.

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STANISŁAW AUGUST PONIATOWSKI SCHOOL OF CHIVALRY IN WARSAW THE FIRST MILITARY ACADEMY IN THE POLISH REPUBLIC (1765 – 1794)

Introduction

The School of Chivalry of Stanisław August Poniatowski played a breakthrough role in the development of Polish military education, educating professionally prepared, courageous and patriotic military staff, good officials of the state administration performing their service in the sense of duty to the homeland and in the name of its freedom. Its presence affected the mental life not only of the Polish capital Warsaw, but also of the whole country. The aim of this study is to show the role and significance of the School of Chivalry in the Polish military history, education, and the creation of political and national awareness of the Poles of the 18th and 19th centuries.

Analysis of recent research and publications on the problem considered.

In the Polish literature, the School of Chivalry was the subject of interest of researchers dealing with military history, such as Tadeusz Korzon and Marian Kukiel, and of education historians like Stanisław Kot, Antoni Knot, Mirosława Miterzanka and Kamila Mrozowska. The Chivalry's School was also the subject of interest of two French researchers of the Enlightenment - Jean Fabre and Ambroise Jobert, who, discussing the ideology of the Polish Enlightenment, mentioned the existence of the Chivalry' School in the Polish school system in the second half of the 18th century [1].