



Ministry of Education and Science of Ukraine  
H. S. Skovoroda Kharkiv National Pedagogical University

THEORY AND PRACTICE  
OF INTRODUCTION OF COMPETENCE APPROACH TO HIGHER EDUCATION  
IN UKRAINE

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*Monograph*

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**UDC 371**  
**T 77**

It was recommended for publication by Academic Council of H. S. Skovoroda Kharkiv National Pedagogical University (protocol № 1 dated 24.01. 2019).

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**T 77** I. M. Trubavina, S. T. Zolotukhina.

**Theory and practice of introduction of competence approach to higher education in Ukraine** : monograph / edit. I. M. Trubavina, S. T. Zolotukhina. – Vienna: Premier Publishing, 2019. – 370 p.

The monograph presents the study of theoretical basis and specific features of introduction of competence approach to higher education, as it is the actual problem of higher education in Ukraine and Europe. Competence approach is a new approach for institutions of higher education in Ukraine. That is why, the monograph presents the history, modernity, Ukrainian and world experience in solving the problem of development and introduction of it. The monograph focuses on revealing the foundations of existence of it in the system of scientific approaches to higher education. The monograph reveals the essence, methods and ways of formation of professional and general competencies of future specialists in various spheres of human activity, and it also specifies their content in profession, specialty and specialization. The work proves the effectiveness of certain technologies, methodics, methods and forms of future specialists' training in institutions of higher education in the context of competence approach. Heuristic technologies, independent work, motivation and stimulation of students, social-pedagogical support, focus on students' life competencies, individualization of education, extracurricular work are among of them. The monograph is designed for research and teaching staff of institutions of higher education, scientists, students etc.

**ISBN 978-3-903197-55-8**

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## CONTENTS

<b>PREFACE</b> ( <i>S. T. Zolotukhina</i> ) .....	7
<b>INTRODUCTION</b> ( <i>I. M. Trubavina</i> ).....	8
<b>CHAPTER 1. THEORETICAL BASIS OF INTRODUCTION OF COMPETENCE APPROACH TO THE SYSTEM OF HIGHER EDUCATION IN UKRAINE</b> .....	11
<b>1.1.</b> Theoretical Foundations Of Psycho-Synergetics As The Psychological Principles – Theoretical And Practical Introduction Of The Competence Approach In High Education Of Ukraine ( <i>Yershova-Babenko I. V., Kryvtsova N. V.</i> ).....	11
<b>1.2.</b> Interconnection Of Resource And Ergonomic Approaches As A Condition Of Optimization Of The Process Of Students’ Professional Competence Formation In The Educational Environment Of Higher Technical Educational Institution ( <i>Popova O.V., Lebedieva K.O.</i> ).....	21
<b>1.3.</b> Theoretical Foundations And Ideas About Complex Self-Organizing Environments/ Systems In The Humanities At The XX-XXI Century ( <i>Kozobrodova D. M.</i> ) .....	29
<b>1.4.</b> Role Of The Competency-Based Approach In The Process Of Future Elementary School Teachers’ Professional Growth ( <i>Dovzhenko T. O., Nebytova I. A.</i> ).....	37
<b>1.5.</b> The Concept Of Differential Accelerated Training Of Swimming, As A Form Of Professional Competence For The Future Specialists Of Physical Education And Sports ( <i>Klimakova S. M.</i> ).....	43
<b>1.6.</b> Theory And Practice Of Providing Non-Formal Professional Development Training For Social Workers In Military Conflict ( <i>Trubavina I. M., Tsybulko L. H.</i> ) .....	51
<b>1.7.</b> The Problem Of Social Chaos From The Psychosynergetic Position ( <i>Seliverstova A. S.</i> ).....	59
<b>1.8.</b> Interpreting Intercultural Competence: Foreign And Ukrainian Approaches ( <i>Pryshlyak O. Yu.</i> ) .....	66
<b>CONCLUSION ON CHAPTER 1</b> .....	74
<b>CHAPTER 2. FORMATION OF FUTURE SPECIALISTS’ PROFESSIONAL COMPETENCIES IN THE SYSTEM OF HIGHER EDUCATION</b> .....	75
<b>2.1.</b> Content And Structure Of General Secondary Educational Establishment Teacher’s Inclusive Competence ( <i>Boychuk Yu. D., Kazachiner O. S.</i> ).....	75
<b>2.2.</b> Formation Of Professional Competence Of Foreign Students Studying In Institutions Of Higher Education ( <i>Shmonina T. A.</i> ) .....	83
<b>2.3.</b> Citizenship Education As The Way Of Forming Professional Competence Of Sports Disciplines Teachers ( <i>Marakushin A. I., Zhang Can, Xie Fei</i> ).....	89
<b>2.4.</b> Poly-Artistic Competence As A Part Of Readiness Of The Future Musical Art Teacher For Integrated Teaching ( <i>Zhukov V. P.</i> ) .....	95
<b>2.5.</b> Professional Competence Of The Modern Teacher Is Requirement For Education In The Context Of European Measurement ( <i>Dyomina V. V.</i> ) .....	103

2.6. Essentiality And Necessity Of Literary And Methodical Components Of Professional Competence Of Primary School Teacher ( <i>Fentsyk O. M.</i> ).....	110
2.7. Bilingual Component Of Professional Competence Of Primary School Teachers In The Conditions Of Multicultural Region ( <i>Atroshchenko T. A.</i> ).....	120
2.8. On The Experience Of Increasing Educators' Professional Competence Of Boarding Schools Of Ukraine (20-60s Of The Twentieth Century) ( <i>Sultanova N. V.</i> ).....	128
2.9. Formation Of Social And Pedagogical Competency Of Teachers: USA Experience ( <i>Dovhopolova H. G.</i> ).....	138
2.10. Musical And Pedagogical Competency Of A Preschool Educator ( <i>Tanko T. P.</i> ).....	145
2.11. Training Of Future Teachers For Educational Work In Children's Health And Recreation Camps ( <i>Oliinyk N. Ia., Byhar H. P.</i> ).....	155
2.12. Formation Of The Skills Of Conducting A Chemical Experiment In School By Future Teachers Of Natural Sciences ( <i>Anichkina O. V, Figol N. A.</i> ).....	162
2.13. Formation Of Professional Competence To Training For Much Arts Of Future Teachers Of Physical Education ( <i>Rybalko L. S., Korobeynik V. A., Ivanov D. S.</i> ).....	168
2.14. Future Teachers' Competence Building In The Webquest Application In The School Educational Process ( <i>Tkachov S. I., Tkachova N. O., Shcheblykina T. A.</i> ).....	179
<b>CONCLUSION ON CHAPTER 2</b> .....	<b>189</b>
<b>CHAPTER 3. FORMATION OF STUDENTS' GENERAL (KEY) COMPETENCIES IN INSTITUTIONS OF HIGHER EDUCATION</b> .....	<b>191</b>
3.1. Communicative Competence As A Professional Quality Of Teacher For General Secondary Education ( <i>Bilyk N. I.</i> ).....	191
3.2. Essence And Structure Of The Formation Of Communicative Competence Of Future Educators And Teachers Of Primary School ( <i>Grineva V. M., Portian M. O.</i> ).....	201
3.3. Formation Of Information And Digital Competence Of Future Teachers In The Context Of The Development Of The New Ukrainian School ( <i>Zhernovnykova O. A., Nalyvaiko O. O., Nalyvaiko N. A.</i> ).....	208
3.4. Formation Of Interpersonal Competence Of Future Guardians Of School Euroclubs ( <i>Podcherniaieva N. D.</i> ).....	216
3.5. Formation Of Future Teachers' Gender Competence In The Conditions Of Higher Education Institutions ( <i>Bezushko S. V.</i> ).....	222
3.6. The Influence Of Family Counselling On The Formation Of Social Competencies Of Family Members ( <i>Dorozhko I. I., Turishcheva L. V.</i> ).....	232
3.7. Particularities Of Competency-Based Approach In The Process Of Critical Thinking Forming Of Future Teachers Of Primary School ( <i>Pochynkova M. M.</i> ).....	240
3.8. Digital Competence Formation In The Austrian System Of Adult Education ( <i>Boiarska-Khomenko A. V, Shtefan L. A.</i> ).....	249

because one can't make a person change against his or her will. If the client is interested in discussing the problems of family disorder in the future, the conversation can be led in the same way as it has already been discussed: 1) the therapist listens to the story of family difficulties and problems; 2) the counsellor builds the hypothesis about what provokes inadequate behavior in male-female relationships; 3) what is the client's contribution to what is happening in the family [1; 2].

**Conclusions and results of investigation.** Family counselling is an effective means of family support. Counselling focuses on specific issues such as conflicts between generations or marital relationships. Consequently, summing up the content and organization of marriage counselling, it should be pointed out that a counsellor should not solve a client's problem by giving him or her clear and unambiguous advice. A counsellor should encourage him or her to solve their problems themselves, to search for the most successful and effective way of behaviour. The formed level of social competence determines the future of partner relationships, affects an individual's interaction with the surrounding social environment. The efficiency of this interaction points at the level of social competence and predicts the strategies of family counselling.

**Perspectives of further investigations.** The conducted research opens new perspective problem lines in the thematic field of family relationships. It primarily affects the interaction of traditions and innovations in family relationships, gender specificity of family education.

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### **3.7. PARTICULARITIES OF COMPETENCY-BASED APPROACH IN THE PROCESS OF CRITICAL THINKING FORMING OF FUTURE TEACHERS OF PRIMARY SCHOOL**

**UDC 159.956:378.147:373.3**

*Pochynkova M. M.*

**Research actuality.** Development of the education system of Ukraine is caused by modern requirements of human society: by necessity of citizens, capable to the acceptance of responsible decisions, vital self-determination, active, creative, spiritually rich, such that preach common to all mankind values. A modern person has not only to own totality of knowledge, abilities and skills, but to be competent, able to use own knowledge, values, experience. Such requirements make impact on requirements in relation to the professional competence of a future specialist, in particular, a teacher of primary grades, as exactly they will become the realizers of new ideas of education in the educational process of school and will bring up next generation. In opinion of S. Martynenko, "nowadays such organization of trade education, the result of that is high quality of competence, possibility to perceive adequately pedagogical innovations, create the own system of activity, to adapt easily oneself to the changes of life, develop own competence" [2]. On the other hand, a modern specialist, a teacher of primary school, will have the opportunity to be a high quality specialist on condition of ability to think independently, critically, logically, by oneself, adequately to perceive information, form own opinion and be able to teach it schoolchildren. Realization of such approach is assisted by forming of critical thinking of future teachers of primary grades, because just critical thinking allows to form abilities and skills, that will allow to realize successfully professional activity, be competent.



**Problem statement.** However the theoretical and methodological aspects of forming of critical thinking of future teachers of primary school taking into account competency-based approach are not worked out for today.

**Connection of authorial work with important scientific and practical tasks.** The determination of particularities of competency-based approach introduction to forming of critical thinking of future teachers of primary school is necessary; realization of publications analysis, that are related to the theme; opening of practical realization of this approach; determination of efficiency of its introduction. Fundamental principles in relation to introduction of competency-based approach and development of critical thinking in the system of higher education are determined in the Laws of Ukraine "About education", "About higher education", by realization of Conception of New Ukrainian school, the Order of the Ministry of Education and Science of Ukraine from 15.01.2018 № 36 "About confirmation of the Typical educational program of organization and realization of advanced training of pedagogical workers by establishments of post-graduate pedagogical education" and so on.

**Analysis of the last researches and publications.** Competency-based approach in education became the subject of researches of home and foreign scientists of pedagogical and psychological branches : I. Ahapov, R. Bader, I. Bekh, N. Bibik, V. Bolotov, L. Vashchenko, V. Davydov, I. Yermakov, I. Zymna, O. Lebediev, I. Lerner, O. Lokshyna, D. Mertens, B. Oskarson, O. Pometun, O. Savchenko, M. Skatkin, A. Khutorskyi, S. Chavdarov, A. Shelten and others. The different aspects of competency-based approach introduction in the system of teaching of higher educational establishments are considered in the researches of the last years: organization of study in higher educational establishment taking into account competency-based approach (N. Hluzman, S. Martynenko, O. Ovcharuk, O. Pometun, O. Savchenko and others); introduction of competency-based approach in the process of different structures of the system of national education (I. Anosov, V. Antypov, Ye. Barbina, N. Bibik, L. Vashchenko, N. Holub, I. Yermakov, I. Ziazium, O. Novikov, M. Pentyliuk, L. Onyshchuk, O. Sytnyk and others); structure and content of professional competence of a teacher (A. Aleksyuk, B. Andriievskyi, V. Bondar, T. Brazhe, V. Vvedenskyi, S. Honcharenko, O. Zhuk, I. Ziazium, I. Pidlasyi, I. Kryvonos, V. Luhovyi, L. Perminova, N. Kuzmina, A. Markova, L. Mitina, L. Naboka, V. Nesterova, I. Rodyhina, V. Semychenko, O. Sytnyk, M. Skrypnyk, T. Sorokina, K. Starchenko, A. Khutorskyi, I. Shaposhnikova and others); different directions of introduction and realization of competency-based approach in the system of higher education (V. Baidenko, L. Biriuk, N. Holub, N. Ihnatenko, I. Zymnia, O. Komar, L. Mamchur, O. Savchenko, M. Pentyliuk, L. Petukhova, L. Pukhovska, Yu. Tatur, N. Cherviakov, V. Shadrykov, S. Shekhavtsova and others); meaningful descriptions of professional competence of a teacher of primary grades (V. Bondar, N. Bibik, T. Baibara, M. Vashulenko, O. Savchenko, L. Khomych, N. Hluzman and others).

The research of critical thinking, that acquires an outstanding value with introduction of principles of new Ukrainian school to practice, where it occupies a main place is actual for today. We shall mark that scientists paid attention to critical

thinking long ago, however the founders of modern theory are B. Blum, G. Dewey, D. Cluster, A. Crawford, M. Lipman, D. Makinster, C. Matthews, B. Rassel, K. Popper, E. Saul, A. Fisher, D. Halpern and others; in Ukraine the separate aspects of critical thinking are examined by T. Voropai, O. Pometun, S. Terno, O. Tiahlo, M. Sheremet and others. The theoretical and practical aspects of critical thinking in Ukrainian scientific discourse were examined in such directions: description of critical thinking (T. Voropai, O. Tiahlo, M. Sheremet and others); facilities of organization of cognitive activity of students with forming of critical thinking (N. Kichuk, M. Kniazian, T. Noel-Tsyhulska, V. Radul, N. Sychkova, A. Turchyn, V. Yahulov); mental strategies of personality (B. Ananiev, D. Bohoiavlevska, V. Zinchenko, B. Lomov, B. Teplov); reflexive regulation of mental activity of personality (T. Voropai, S. Sysoieva, O. Tiahlo, A. Shuman and others). We cannot ignore the researches dedicated to methodological principles of professional preparation of future specialists (V. Andrushchenko, I. Bekh, N. Bibik, A. Bohush, I. Ziazun, V. Kremen, K. Rogers, O. Savchenko, O. Sukhomlynska and others). These works will be determinative for our research for revealing of specific of competency-based approach to forming of critical thinking of future teachers of primary school.

***The selection of unsolved earlier parts of general issue, to that is dedicated this article.*** Without regard to a considerable amount of researches in which competency-based approach in professional preparation of future teachers of primary school and problem of forming of critical thinking are examined, for today the particularities of introduction of competency-based approach to forming of critical thinking of future teachers of primary school remain to be not exposed. ***The scientific novelty of the research*** is determination of particularities of introduction to practice of study in higher educational establishments of competency-based approach to forming of critical thinking of future teachers of primary school. ***Research methods:*** analysis, synthesis, generalization, systematization for determination of initial theoretical positions of scientific research in relation to the use of competency-based approach to forming of critical thinking of future teachers of primary school; planning of content of educational disciplines (lessons), design of educational situations for forming of critical thinking for the students of speciality, „Primary Education”.

***Statement of basic materials.*** The modern stage of education is characterized by the change of accents from translation of knowledge and abilities from teacher to student on forming of competences. The dividing of competences into two groups is generally accepted for today: subject specific competences and generic competences, transferable skills [5, p. 9]. The basic competences of a teacher of primary school, determined in the Typical educational program for advanced training of pedagogical workers ratified by the order of the Ministry of Education and Science of Ukraine may be taken to subject specific competences [4]. Professional and pedagogical, social and civil, common cultural, lingual and communicative, psychological and facilitative, entrepreneurial, informative and digital competences are subject specific competences.

The generic competences, transferable skills are capacity for analysis and synthesis, ability to apply knowledge in practice, planning and distribution of time, base general knowledge of the sphere of study, application of base knowledge of profession in practice, verbal and writing communication by the mother tongue, knowledge of the second language, elementary skills of work with PC, research abilities, capacity for self-training, skills of work with information (ability to find and analyze information from different sources), ability of self-criticism and criticism, ability to adapt oneself to new situations, ability to generate new ideas (creative work), solving tasks, making decisions, work in team, interpersonality abilities, leadership, ability to work in the team of specialists from different subdivisions, ability to communicate with amateurs of the branch, attention to differences and influence of culture, ability to work in international context, understanding of culture and traditions of other countries, ability to work autonomically, development and management of a project, initiativeness and entrepreneurial spirit, observance of ethics, providing of quality, will to success [5, p. 10-11].

Exactly competency-based approach is the methodological reference-point of forming of key and professional competences. Valuable for us is opinion of B. Avva, who marks that in the process of competency-based approach "students work on acquisition and expansion of independent experience of real task solving, study and develop abilities to adapt oneself to any unusual situation and find rational decisions. In the context of such study students work not with artificial, but with real projects, study both under a teacher and each other, choose and accept different decisions in the concrete real professional situations, study to think critically" [1]. Taking into account the above-mentioned, a structure and content of educational courses of pedagogical higher educational establishments must be cardinally changed – to become oriented to preparation of a specialist for work at new Ukrainian school. We accumulated certain experience in inputing of competency-based approach to forming and development of critical thinking of future teachers of primary school, in particular during the study of courses of philological course. A considerable part of disciplines of philological course is determined by curriculum of educational level of bachelor degree speciality "Primary education" State institution "Luhansk Taras Shevchenko national university ". In particular, "Child's literature with bases of literature studies", "Scientific communication in Ukrainian language", "Rhetoric with bases of culture and elocution", "Modern Ukrainian language", "Ukrainian language for specific purposes", "National education at primary school at the lessons of language and reading". In our opinion, within the limits of the offered educational disciplines it is necessary to pay attention to particularities of giving lessons taking into account competency-based approach to forming of critical thinking of future teachers of primary school.

Firstly, as competency-based approach is inseparably related to personality oriented and activity approach, then it must be taken into account their particularities: content of education reoriented on subjective acquisitions of one student and realization of the process of study in activity.

Secondly, the lesson at that competency-based approach will be realized must correspond to the following requirements:

- increase of level of motivation of students; use of subjective experience gained by students;
- effective and creative application of the gained knowledge and experience in practice;
- forming for the students the skills to get, to comprehend and use information from different sources;
- realization of organizational clearness and optimization of every lesson;
- increase of level of self-educational and creative activity of students;
- conditioning for intensification of educational process;
- presence of control, self-control and intermutual control of the process of study;
- forming of moral values of personality;
- developing of social and communicative skills of students;
- creation of situation of success.

Thirdly, lessons simultaneously must be referred to forming and development of critical thinking of a student and that is why they must correspond such particularities as defined by O. Pometun and I. Sushchenko:

- tasks that require thinking of high level (analysis, synthesis, estimation) for their solving must be joined in studies;
- the educational process is organized as research of certain theme, that is executed by interactive co-operation of students;
- the result of study is determined not as mastering of facts or stranger ideas, but making of own judgements from application of adequate ways of thinking to information;
- teaching is a strategy of permanent evaluation of these results with the use of inverse relationship on the basis of research activity of students;
- critical thinking requires from students sufficient skills of fact operating and formulating of judgements, conclusions, ability to apply graphics and charts, analyse arguments, prove conclusions [3, p. 12].

Fourthly, the structure of the lesson with the use of technology of critical thinking has three stages: introductory, basic and final parts. [3, p. 48].

We shall consider the particularities of introduction of competency-based approach to forming of critical thinking of future teachers of primary school in the process of study of disciplines of philological course. As study at university considerably differs from study at school by amount of theoretical information, that a teacher (greater part of theory from any discipline, as known, a student seizes independently) gives, then the function of aspiration of student in necessary information and checking of gained knowledge assigned on a teacher. That is for preparation to practical lesson a student must capture the certain sum of theoretical knowledge.

With the aim of these knowledge checking, that are base for capturing the course material, at the beginning of practical lesson we offered the students to do test tasks. For example, for discipline "Ukrainian language for specific purposes" for the theme "Basis of culture of Ukrainian language":

1. Observance of norms of correct pronunciation of sounds, sound combinations and organization of voice stream – is:

- A) cleanness of speech ;                      C) rich and variety of speech;  
B) orthoepical correctness;                      D) speech appropriateness.

2. What from the following concepts is not the sign of culture of speech:

- A) orthoepical correctness;                      C) speech logic;  
B) communicative professiogram; D) grammatical correctness.

3. Yes/no. Grammatical correctness is an observance of rules of word changing and their creation, construction of word-combinations and sentences.

4. Yes/no. Speech logic provides, from one hand, knowledge and use of the exact meaning of words, word-combinations, sentences that correspond to the standards of literary language, and from the other hand it is an ability to express the opinions so that they simply were perceived by an addressee of speech.

5. Use of plenty of language units (words, word-combinations, sentences) that differ in their sense and structure – is:

- A) rich of speech;                      C) speech expressiveness;  
B) speech exactness;                      D) speech variety.

6. A sign of speech, that will organize its exactness, logic, cleanness, requires such selection of language means that correspond to the aim and conditions of communication – is:

- A) rich of speech;                      C) speech expressiveness;  
B) speech exactness;                      D) speech appropriateness.

7. This quality most depends on the personality of speaker, his/her erudition, knowledge of language, speech abilities and skills. Language practice testifies that speech is able to excite attention, cause interest of people for said or written. These particularities of speech culture name:

- A) rich of speech;                      C) speech expressiveness;  
B) speech exactness;                      D) speech appropriateness.

8. The system of abilities and skills of the use of knowledge during professional communication for transferrableness of certain information is:

- A) speech professional competence;  
B) language professional competence;  
C) communicative professionally oriented competence.

9. What group of words has an error:

- A) hair, plough-land, random;  
B) defenceless, causal, to separate;  
B) to mirror, by bile, priest.

10. Yes/no. The letter N is not doubled, for example danyi (given) in Ukrainian language in the suffixes of participles and derivatives from them.

Except this method, for cheching of acquisition of knowledge we used the game "Alias". We divided a group into sub-groups of 3-5 people. A lead got cards with the key concepts of a practical lesson, during a minute he/she was explaining them for his/her groupmates, not naming the concept itself and words with common roots. The group got a card for every guessed word. Such a game caused very positive emotions and assisted to acquisition of key terms of the practical lesson, in

addition, such a game requires from students engaging many intellectual operations: attention, memory, creative imagination, analysis, synthesis, comparison and so on. For explanation of the defined concept or phenomenon it was necessary to search arguments or analogies that would help quicker and more qualitatively for understanding to explain it for others. Such keywords were offered from the course of "Modern Ukrainian literature language" the theme "Spelling of independent parts of speech": suffix, prefix, flexion, noun, adjective, verb, adverb, participle, verbal adverb, numeral, pronoun, hyphen. "Ukrainian language for specific purposes" the theme: "Text as a form of realization of language and professional activity": text, description, thinking, story, coherence, integrity, parcelling, linearity, informativeness, completeness, theme, main idea, "given", "new", connection of sentences. Such exercise, in our opinion, assisted to active use of subjective experience, effective and creative application of gained knowledge, increase of motivation level, forming of moral values of personality, creation of situation of success. Separately such aspects as forming of moral values of personality, creation of situation of success deserve attention as they needed considerable work from the side of a teacher. It is necessary to explain for the students, that although it is a competition, but we are one team and must support each other, respect, try to listen to each other, that, in turn, required training of skills of control and self-control from students.

With the aim of increase of motivation level and most effective organization of cognitive activity during the introduction part of the practical lesson we offered the students a problem question for a practical lesson: "What style of modern Ukrainian language is the most necessary in professional activity?", "Etiquette of professional communication. What for is it?", "The role of lexicology in professional and ordinary life of a person?", "What is it necessary for an effective professional communication?", "Scientific recall and scientific review: the same or not?", "Scientific style has (not) different genres".

On the initial stage of the practical lesson we used mainly such methods of critical thinking as spidergram, brainstorming, clusters, bag of ideas. For example, during the studying the theme "Scientific article as an independent scientific work" we used the method of spidergram. We wrote the word 'article' with expected associations on the blackboard: piece of work, science, writing, genre; and not quite expected: difficult, sadly. Thus, such associations needed separate work at the lesson and the plan of the lesson was a little bit changed. It was necessary to find out in the process of work, why the genre of the scientific article causes such associations, and to change them for more positive. The main part of the lesson required reasonable comprehension of studied material and practical application of gained knowledge, making of new abilities and skills. For this purpose we used different methods and ways of forming of critical thinking: graphic forms of organization of material, work in groups, raising of "thin" and "thick" questions, method of prop words, discussion and others like that.

The most difficult task for students became comparative tables and raising of "thick" and "thin" questions according to the text. Therefore we paid considerable attention to this work. As ability to ask a question is a necessary aspect of

professional competence of a future teacher of primary school. During the study of the theme "Scientific recall and scientific review" in discipline "Scientific communication in Ukrainian language" we offered the students to do a comparative table. Such work caused misunderstanding, and the following questions were sounded: "What do you mean?", "What table?", but active collaboration with a teacher allowed effortlessly to decide these questions. Later such work was already executed effortlessly and with curiosity, and during the conversation students witnessed that they began to use such way during processing of other disciplines, as it assists more easy and realized mastering of material. This part of the lesson decided such tasks of competency-based approach: the use of subjective experience gained by students; effective and creative application of the gained knowledge and experience in practice; forming for the students the skills to get, comprehend and use information from different sources; to develop social and communicative skills of students; creation of situation of success and so on. During the final part of the lesson we used the method six thinking hats, microphone, five-minute composition, sheet of auto-evaluation, essay. In our opinion the most effective for students are writing types of reflection because they teach to think, to think critically in the best way. For example, we offered the students to give an answer for a problem question only by 2 of 5 sentences. Such limitation activates thinking activity, forces to analyze acquired information, choose main, major. Work can be complicated, suggesting to point, for example, 2 arguments in behalf on opinion of a student and so on.

**Conclusions.** Thus, modern system of education, fitting the times, needs significant changes. Such changes are introduction of competency-based approach and forming of critical thinking of future teachers of primary school in the system of higher education. Conceptual positions of this problem are expounded in legislative and normative documents and researches of home and foreign researchers. For today subject specific competences and generic competences (transferable skills) are distinguished (after B. Kremen). The change of modern reference-points of education must affect methodology of teaching, content and structure of educational courses. The most effective means of forming of subject specific competences and generic competences are the use of technology of critical thinking development. The particularities of introduction of competency-based approach in the process of forming of critical thinking of future teachers of primary school are: refocusing of content of education on subjective acquisitions of one student; construction of the lesson in accordance with requirements that are put for lessons taking into account competency-based approach; assignment of lessons on forming and development of critical thinking; three-stage structure of the lesson for forming of critical thinking : introductory, basic and final parts; the use of specially chosen corresponding methods and facilities of technology of critical thinking on each stage of lesson; selection of the system of such methods and content of tasks in disciplines of philological assignment, that most effectively assist introduction of competency-based approach and forming of critical thinking of future teachers of primary school. **Prospects of usage of the research results.** Research results can be used in educational process at establishments of higher education and post-graduate education of preparation of primary school teachers; during writing of term, diploma, master's degree and