

References

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Сайтарли Н.

ВАЖЛИВІСТЬ ЗАСТОСУВАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ У СИСТЕМІ ВИЩОЇ ОСВІТИ

У процесі активного навчання пріоритет надається інтерактивним методам. Метою статті є продемонструвати важливість застосування інтерактивних методів у вищій освіті, оскільки вони все ще недостатньо використовуються викладачами. Зазначено, що інтерактивні методи є практико-орієнтованими та сприяють розвитку практичних умінь студентів.

Ключові слова: традиційний навчальний процес, активне навчання, інтерактивний метод.

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О. Stulika

«POSITIVE PSYCHOLOGY» APPROACH IN TEACHING ESP IN HIGHER EDUCATIONAL INSTITUTIONS

The author dwells upon the problem of implementing positive psychology approach (namely, H.E.R.O.-approach) to the process of teaching ESP for university students and considers mentioned approach as a possible way of strengthening students' motivation for mastering English and as a means of formation of psychological well-being of future professionals.

Keywords: positive psychology, H.E.R.O. – approach, motivation, ESP, students, quality of life.

The state policy of Ukraine in the field of reforming higher education envisages the comprehensive development and introduction of innovative technologies for teaching foreign languages in universities, which corresponds to the ideas of integration of higher education of Ukraine into a single European and world education space.

Recently, Ukraine's policy is aimed at modernizing the country which is based on the modernization of education, on its content and structural updating. The main resource of development is the mobile and highly skilled human capital, which, surely, requires the achievement of a new quality of education. It is understandable that the new quality of education is ensured first and foremost by the updating of processes of teaching. In these conditions, it is necessary to search for another content of the lecturer's work, to test new means and methods of his work, aimed at developing the creative personality traits of the student.

The modern process of teaching is characterized by the presence of a large number of technologies for teaching foreign language. The technologies used are classified according to different features, but the total number of used teaching technologies is fairly approximate. The priority in the field of higher education is given to integrated educational technologies: pedagogical, informational, telecommunication, intellectual, innovative. The basis of all innovative educational technologies is considered as the methods of active learning, which constitute such an organization of the educational process, which is aimed at a comprehensive activation of educational and cognitive activities of students through the comprehensive use of psychological and pedagogical means.

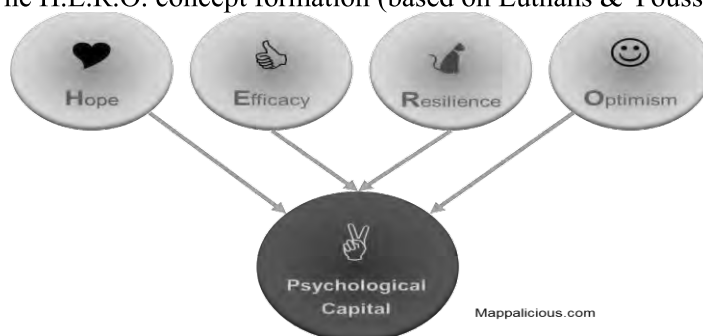
The effectiveness of mastering a foreign language in the process of educational and professional activities in the higher educational establishment, as well as in practical life in general, depends to a large extent on the psychological readiness of a person to learn and apply a foreign language, from the ability to overcome the emerged stereotypes and the idea of their capabilities. People who do not believe in their abilities, who are waiting for failure, who are afraid to make to mistakes, are most likely to really fail, mainly because they do not feel confident in their strength, they cannot overcome their inherent psychological and communicative barriers.

Consequently, the foreign language learning system should be designed in such a way as to enable students to think independently, to correlate different points of view and to formulate their own point of view. In our opinion, one of the possible innovative approaches to teaching a foreign language to students is to implement the ideas of positive psychology to the process of teaching ESP to university students. After all, at the present stage, one of the main difficulties is the low motivation of students to learn a foreign language, disbelief in their abilities.

One of these possible "positive psychology" approaches to creating and maintaining positive motivation for learning a foreign language among students is the H.E.R.O.-approach offered by Fred Luthans and his colleagues [1]. They have developed the idea of Positive Psychological Capital (PsyCap), which is seen as a valuable extension to the concepts of economic, human, and social capital.

PsyCap is theorized as a higher-order construct that is «composed» of four underlying constructs, precisely Self-Efficacy (also called Confidence), Hope, Optimism, and Resiliency. It's called higher-order because PsyCap is not just «made of» the underlying constructs, but taken together, they form something new, an entity that is more than a sum of its parts. The diagram based on Luthans & Youssef (2004) (see diagram 1) shows the whole framework, precisely: the H.E.R.O. formation by which the constructs are sometimes known to the general public [1].

The H.E.R.O. concept formation (based on Luthans & Youssef)



Hope is as a positive state where our feelings of agency (goal oriented determination) and pathways (proactively planning to achieve those goals) interact.

Self-efficacy is depicted as confidence in our ability to achieve a specific goal in a specific situation.

Optimism is theorized as a realistically-positive view of what can or cannot do.

Resilience is defined as successfully coping with adversity or stress [2].

The four psychological capacities of confidence, hope, optimism, and resilience are measurable, open to development, and can be managed for more effective work performance. It is important because it means that PsyCap can be developed by deliberate practice. Just the other three forms of capital; it can be built and enhanced – in a rather short amount of time, by the way. As such, it can be a very valuable tool in organizational and personnel development [3].

Though this very approach is worked out for the sphere of organizational psychology, we consider it valuable for the process of teaching ESP for university students. According to our idea, using this approach in teaching English may lead to the lower level of anxiety, students assurance of their not only knowledge but also skills and satisfaction with the process of socializing in English with colleagues in their future professional activities which as a whole is supposed to provide students' psychological well-being and make the quality of their lives higher.

So, the perspective of our further investigation we see in developing this idea and implementing it to the process of teaching ESP for university students, namely future psychologists.

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Стуліка О. Б.

ПІДХІД ПОЗИТИВНОЇ ПСИХОЛОГІЇ ДО НАВЧАННЯ ПРОФЕСІЙНОЇ АНГЛІЙСЬКОЇ МОВИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Авторка зупиняється на проблемі впровадження одного з підходів позитивної психології (а саме – HERO-підхід) до процесу викладання англійської мови професійного спрямування для студентів вищих навчальних закладів та розглядає зазначений підхід як можливий спосіб зміцнення мотивації студентів під час вивчення англійської мови та засіб формування їх психологічного комфорту.

Ключові слова: позитивна психологія, Н.Е.Р.О.-підхід, мотивація, англійська мова професійного спрямування, студенти, якість життя.

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Стьопін М. Г.

ОСНОВНІ ЦІЛІ ВПРОВАДЖЕННЯ ТЕХНОЛОГІЙ ДИСТАНЦІЙНОГО НАВЧАННЯ В ОСВІТНІЙ ПРОЦЕС В УМОВАХ ІНТЕРНАЦІОНАЛІЗАЦІЇ

У тезах розглядаються загальні принципи організації системи дистанційної освіти у ЗВО України, які зумовлені викликами часу та впровадженням інноваційних технологій до педагогічного процесу в професійній освіті. Особлива увага приділяється цілям впровадження дистанційних складових в освітній процес.

Ключові слова: педагогічний процес, дистанційна освіта, інноваційні технології, персоналізація навчального процесу, навчальний матеріал, сертифікація знань, управління навчальним процесом.