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**THE ACQUISITION OF DIFFERENT TYPES OF KNOWLEDGE
BY FUTURE TEACHERS AS A FACTOR OF THEIR
PROFESSIONALISM FORMING**

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The article is dedicated for analyses the concept of «knowledge» and its types in the context of learning of the content of pedagogical higher education by students, it is proved that a variety of knowledge are part of the professionalism of future teachers.

Keywords: types of knowledge, the content of higher pedagogical education, professionalism.

**НАБУТТЯ РІЗНИХ ТИПІВ ЗНАТЬ МАЙБУТНІМИ
ВЧИТЕЛЯМИ ЯК ЧИННИК ФОРМУВАННЯ
ЇХНЬОЇ ПРОФЕСІЙНОСТІ**

Семенова М.О.

Статтю присвячено аналізу поняття «знання» та його типів у контексті засвоєння студентами змісту вищої педагогічної освіти, обґрунтовано, що різноманітні знання є складовою професійності майбутніх учителів.

Ключові слова: типи знань, зміст вищої педагогічної освіти, професіоналізм.

**ПРИОБРЕТЕНИЕ РАЗЛИЧНЫХ ТИПОВ ЗНАНИЙ
БУДУЩИМИ УЧИТЕЛЯМИ КАК ФАКТОР ФОРМИРОВАНИЯ
ИХ ПРОФЕССИОНАЛИЗМА**

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Статью посвящено анализу понятия «знание» и его типов в контексте освоения студентами содержания высшего педагогического образования, обосновано, что разнообразные знания – это составляющая профессионализма будущих учителей.

Ключевые слова: типы знаний, содержание высшего педагогического образования, профессионализм.

Relevance of work is in the fact that the matter of education in the socio-cultural and economic sense have to meet not only the needs of the present time, but also the future. Knowledge that receives the younger generation in the process of learning in higher pedagogical school, should contribute to the formation of a true specialist, professional as a creative person, which has acquired a cultural-historical experience and are able to self-realization and active social life. The problem of learning the diverse knowledge by students, experience of their predecessors with the need for affect and attract them through the content of education to the phenomena of culture, in particular pedagogical requires the analysis and the concept of «knowledge». Professionalism is linked to high-quality and effective performance of their duties, the implementation of pedagogical vocation.

Pedagogical professionalism means the acquired ability during training and practice, ability to performing the quality working functions, and the level of skill in teaching activities, which corresponds to the complexity of the task. The acquisition of different types of knowledge and experience of their application is an important condition for the formation of professional skills of students.

The object of issues related to teaching, the process of formation of professional skills of students and working teachers who have dedicated

research as teachers and psychologists (A. O. Baklan, V. I. Voytko, V.V. Davydov, E. M. Ivanova, O. M. Leontyev, L. V. Kondrashova, G. S. Kostyuk, L. M. Mitina, A. V. Petrovskyi, A. I. Shcherbakov and many others).

The aim of the article is the analysis of the concept of «knowledge» in the context of learning and student learning of the content of pedagogical education and coverage of approaches to the problem of the role and place of knowledge in the content of modern higher pedagogical education.

In fact, using the experience of teaching pedagogical subjects and relevant reading philosophical literature our aim is the analysis of different types of knowledge, transmitted through education, with the aim of forming the professionalism of future teachers.

Regarding the etymology of the word «knowledge», it is related to many languages. R.Fasmer mentions the word «know» as a General Slavic concept («you know, Ukr. know BLR. znaci, other-Russian., senior-Slav. know γινώσκω «know», γνωρίζω «delusively, object asna», Bulgaria. knowing Serbo-Horw. know, Znamenka, Slovene. znáti, znám, other-Czech. znáti, znayo, the Czech. znáti, V. machek referred slvk. znat, Polska. znać, century-puddles. znać, N.-puddles. znaś.»), as related to Lithuanian, Latvian, old Prussian and many other languages. Many researchers, In particular. V.Y. Trubachev, considers identical concepts □en- «to know» and □en- «to bear» where to «know» [10]. Thus, the essence of the concept of «knowledge» is something new that is born in the understanding of oneself, the environment, the world.

The interpretation of the term «knowledge» as a result of the learning process depends on the theory of knowledge (epistemology, epistemology) and is in the field of view of several Sciences. It applies to both categories of philosophy, including philosophy of education, and a variety of techniques and practices of its receipt. This term used by psychologists and cultural studies. It is often used along with the concepts of «information», «data». The most serious problem raised by philosophers since the time of Ancient Greece was a question about the ability of the consciousness (rus. co-attainment) in the form of sensations, thoughts, feelings, views to give an adequate reflection of reality. Knowledge and practice exist in a dialectical unity, for the practice refers to the material and subject of activity,

and the knowledge – ideally-shaped activity with the production of ideas, knowledge, moral norms.

The definition of the category «knowledge» has changed with the development of science. From the point of view of philosophy of science, by V. S. Styopin, in the historical development of science since the eighteenth century can be traced to three types of scientific rationality and, accordingly, three major stages of the evolution of science in the development of industrial civilization was replaced by each other: classical science, non-classical science, post-non-classical science [9, p. 3]. Each new stage is not rejected previous achievements, and dramatically expanded field goals through the development of new tools and techniques. This changed the relationship between object and subject is not addiction to the impact of the subject on the object. Development of method for the reproduction of the studied object in scientific knowledge is required. For scientific knowledge is characterized by the internal ethos: the truth above all, therefore, plagiarism is forbidden; not acceptable are intentional falsification, the worship of authority in science.

On the philosophical dictionary L. F. Ilichev (a supporter of dialectical and historical materialism), «knowledge - it is a proven socio-historical practice and certified by the logic of the result of the process of cognition, its adequate reflection in consciousness of the person in views (understanding, knowledge), concepts, propositions, theories. Skills have a different degree of reliability, reflecting the dialectic of absolute and relative truth. On the Genesis and functioning knowledge is a social phenomenon. It is recorded in the form of signs of natural and artificial languages [11, p. 192]. We would add that it is through a sign system, in particular through language, is social communication and translation of knowledge. In our region, future teachers must be fluent in both Ukrainian and Russian languages.

In addition to students who are preparing to become teachers of English of the students of the faculty of primary education acquires additional qualification of a teacher of English in primary school, because the basic standard secondary school for the compulsory acquisition of knowledge of Ukrainian as a means of civil consolidation) and English (the language of global communication) languages.

V. P. Kochanovskiy gives the definition of «knowledge as prescription connotations» that is fundamentally different from the faith, perspective, and so on, In his opinion, «knowledge is the content of thinking about an object built on the technological ideas: it can be turned into a thing, process, device, i.e. an infinite number of times and controlled play in the form of the object [8, p. 27]. This «receptionst» caused by the experimental method of research, found a great fertility, however, not all branches of science it can be used.

So, in sociology, pedagogy based on the known facts, one can only predict the result based on the laws of statistics and the logic of probability.

Since knowledge is the result of knowledge and development of human reality, knowledge and action are closely intertwined. Action items at the same time give knowledge about their properties and about the use of these items. So, M. Polani, said direct human participation in acts of understanding in the process of knowledge, so knowledge is an active comprehension of knowable things, an action that requires a special art»... In every act of cognition contains a passionate contribution of the person who learns, and it is an essential element of knowledge [5, p. 18-19]. For M. Polani's «personal knowledge» is a fusion of the personal, that is, the subjective and the objective. He believed that the personal component of all scientific claims entails the manifestation of the total activity of all living beings, which aims to study the environment, «understanding the situation» [5, p. 193]. We emphasize that the creative individual's relationship to reality in the act of cognition is emotional and exciting process. However, what takes the knowledge already acquired, goes off the beaten path. So, the student must discover what is already open and treated others. And «passionate contribution of the person who knows» the structure of knowledge will largely depend on the translator's knowledge of the teacher, his teaching skills to inspire students learning process. Regarding the content acquired by humanity's scientific knowledge, in contrast to the natural and mathematical Sciences Humanities focus on the person and her passionate responses to the challenges of life. This fully applies to the study of pedagogical disciplines.

Philosophy of education in theoretical and practical terms pays considerable attention to the concept of «knowledge».

So, didactics as the theory of education and learning is designed to theoretically justify the principles of training and arming teachers teaching methods. Even J. A. Comenius in «The Great Didactics» explained the principles of teaching, so it was rather with the greatest pleasure; to learn thoroughly, not superficially and, therefore, not to form, but moving students to the true knowledge, good manners and deep piety» [2, p. 86]. In section XVIII «The Great Didactics» he wrote: «All that is taught, should be bound as arguments (ratio), so there was no doubt, no oblivion», so «to know something is to have full knowledge of things, with evidence». Contemporary pedagogical thought distinguishes between theoretical, methodological and practical knowledge and proposes to distinguish between the learning process and scientific knowledge, although common features is the direction of knowledge of the laws of objective reality.

Between these processes, there are certain differences: «if in the process of knowledge acquired new knowledge and skills, the training, in addition to the assimilation of this knowledge involves the formation of skills» [12, p. 81]. M. M. Fitsula proposes to divide the considered kinds of knowledge on theoretical (concepts, system concepts, abstractions, theories, hypotheses, laws, methods of science) and the actual (single concepts: symbols, numbers, letters, place names, historical figures, events, and so on) knowledge [12, p. 82].

V. O. Lectors'kyi offers a variety of knowledge to share on a collective or social and personal. Collective knowledge is the common property of society, they are discussed, reported by different people, are transferred through training with the help of special tools. «It is the language that creates a special world in which the opinions of different people interact and generate new thoughts» [3, p. 56]. The language is expressed only collective knowledge. Therefore, during natural disasters should be rescued first of all texts, which are concentrated recorded experience of civilization, as well as specialists, who are able to use these texts (including teachers).

Psychology considers knowledge as the products of a certain type of activity, analyzes the patterns of functioning knowledge, the assimilation of the individual (group), the influence of knowledge on the mental development of the people, a means of sharing knowledge. There are theoretical and empirical knowledge, they have different degree of generalization of

specific facts. By V. I. Voytko, «knowledge « category, reflecting the significant moments between cognitive activity and the practical actions of man. Knowledge is expressed in the concepts, judgments, inferences, theories of concepts» [6, p. 64]. The role of psychological categories emphasized in the textbook «Didactics» I. V. Malafiyuk. The author notes that knowledge is a relatively complete product knowledge, invariant ordered some diversity of subject situations. «It's a way to play in the consciousness of the subject's cognitive object, this unity of objective and subjective, sensual and rational, it is a way of existence of an entity subject (object), phenomena outside the object (object), phenomenon. Knowledge is meaningful subject and recorded in his memory perceive information about the world, this is the information given by the person.» Knowledge is a system of categories (sensation, perception, conception, notion, opinion, theory, scientific picture of the world), through which it is expressed [4, p. 206].

Culture also affects the understanding of the category «knowledge». Thus, R.Rorti, theorist of postmodernism, says squeezing the hermeneutics of traditional epistemological perspective, we are talking about the interpretation of texts. In our context, the student should become familiar with the sources of pedagogical creativity that requires interpretation, to demonstrate which he should enter into the practice of high-tech audiovisual communication [7, p. 56].

In the late 80-ies of XX century in the USSR was discussion about the philosophical category of «knowledge» and a variety of non-scientific knowledge. I.T. Kasavin raised the issue of uncertainty is widely recognized at that time (K. Marx) the definition of the category of knowledge, if knowledge is a subjective image of the objective world, how to distinguish between true scientific knowledge is not knowledge, even though they have the form of knowledge, because it has arisen as a result of mastering reality (myths, beliefs, convictions, prejudices and common views, emotions, and moral teachings) as the cognitive diversity of culture in its historical development.

I.T.Kasavin concluded that the knowledge generated is not only a cognitive activity and, using the typology of human activities (practical, spiritual-practical and theory) proposed to distinguish between knowledge of the main types:

- **practical knowledge (PK)** associated with the production and political practices. The accumulation and dissemination of social experience is like using non-cognitive means, and means in the form of specialized knowledge. Many practices are transmitted through personal example, non-verbal communication. In our context is transferred from the teacher to the student during the teaching and pedagogical practices (various forms of surveillance, for example, «The First children' days in school»), as well as the image of the teacher; acquired in the course of practice and social interaction;

- **spiritually-practical type of knowledge (SPK)**, which also occurs in cognitive context, include knowledge about the communication (records are not regulated by law norms of cohabitation), household (associated with the provision of human activity), the cult-regulatory (mythical, religious, mystical, magical), art (not limited to the actual art, but something that is actually creative and imaginative expression) knowledge. The only object of this knowledge is the process and the results of human activity, whether separated opposed to the practice, and communication (personal, inter-group social relations of people). Means broadcast of this type of knowledge is not so much a personal example, how much a belief as a result of socio-psychological stereotypes, moral and aesthetic feelings. If the ownership is ON tells a man how to act, DPZ - as a treat to yourself, the people and the world. For broadcast applications typical visual-shaped tools that students learn as belief in the correctness of the chosen educational path as professional ethics;

- **theoretical knowledge(TK)** research caused by human activity, and exists in the form of ideology, philosophy, theology, magic, science. Research activities are limited to the purpose obviously is formulated, the production of knowledge. TK is also a form of theoretical consciousness. «Theoretical knowledge as if it contains opposites PK and SPK on the development of the world. On the one hand, it is operational and constructive, like, and on the other, contemplative and regulations, like SPK. In an effort to provide answers to questions posed by the reality of the analyst is not interested in peace, but the invention of tools to adapt to it» [1, p. 22-25]. The practice does not exist outside of theory, and theory is inherent in any activity.

When it comes to the educational process, mastering the higher pedagogical education. knowledge gained by the student, covering all three types

of knowledge (theoretical, practical, spiritual, and practical). While the acquisition of theoretical knowledge of future teachers occurs during learning, psycho-educational and special disciplines, and during the preparation of scientific articles, course and diploma projects.

The conclusions. Different interpretations of the concept of «knowledge» gained in the process of cognition in scientific thesaurus proposed to be divided into scientific and non-scientific, though there is the problem of distinguishing scientific and unscientific knowledge. For the purchase of professionalism as an integral psychological characteristics of the student is essential, not only the level of academic achievements, but also features his professional motivation, system of his aspirations, values, the meaning of the work, which refers to the array of practical and spiritual and practical knowledge. Theoretical knowledge the student must perceive through logic and faith, until he begins his own research activities.

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**ПОЭЗИЯ ФРАНЦУЗСКОГО СИМВОЛИЗМА
КАК МАТЕРИАЛ ДЛЯ АНАЛИЗА НА ЗАНЯТИЯХ
ПО СТИЛИСТИКЕ**

(на примере «Осенней песни» Ш. Бодлера)

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В статье рассматриваются вопросы организации изучения стилистики французского языка. Ведущей является идея выбора компактных произведений французских символистов в качестве объекта стилистического анализа, что дает возможность оптимизировать данный процесс с позиции небольших объемов текстов при их смысловой и формальной завершенности.

Ключевые слова: стилистика французского языка, произведения французских символистов, стилистический анализ.

**ПОЕЗІЯ ФРАНЦУЗЬКОГО СИМВОЛІЗМУ ЯК МАТЕРІАЛ
ДЛЯ АНАЛІЗУ НА ЗАНЯТТЯХ ЗІ СТИЛІСТИКИ
(на прикладі «Осінньої пісні» Шарля Бодлера)**

Сергеева И.С.

У статті розглядаються питання організації вивчення стилістики французької мови. Провідною є ідея добору компактних творів фран-