

instruction. At the foundation of communicative tolerance is communicative orientation, so the individual's capacity to respond to certain types of interaction partners in a certain way, and this interaction is due to experience communication, estimates and experiences of nature, attitudes and behavior;

- identification level is considered as an ethnic rule that has the value orientation researching culture and ethnic identity formation degree in the field of possible manifestations. Research methodology is based on selected components of interethnic tolerance and level of expression.

Tasks of the article. Analysis of the research component of interethnic tolerance during training. The paper presents the results of the study each component of interethnic tolerance during training.

On the analysis of the discovered results we can name the following conclusions. Interethnic tolerance consists of components that make up its structure, namely cognitive, emotional, personal and ethnically-oriented level with the following manifestations: gnostic, affective, motivational and values, behavioral and identification. The study is based on inter-ethnic tolerance and equal allocation of display components that are part of the psychological structure of inter-ethnic tolerance. The important point to study the inter-ethnic tolerance is a searchable adequate correlation between the components that will provide an objective reality play in society. Since ethnic tolerance - a complex personality formation, which allows the individual to freely and successfully interact with others in a multicultural society, its formation requires deliberate psychological impact and related conditions. The obtained data allow to construct research, current psychological conditions of formation of ethnic tolerance in the training humanities.

Key words: inter-ethnic tolerance, experimental work, components, levels of manifestation.

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TERMS FORMATION INDEPENDENCE OF FUTURE TEACHERS IN THE VOCATIONAL TRAINING

The author revealed the importance of self-reliance in the credit-rating system of teaching in higher education. Noted that independence is a sign of improving the quality of training of future teachers.

On the basis of axiological approach defined conditions of formation of the future teacher autonomy: the account in learning and cognitive, research the various types of bonds of the student with the outside world; the use of means of active learning; create an educational environment in which the student resides in a situation of choice. The current state of science teaching and practice dwells upon the creation of favorable conditions for self-development and self-realization of each individual system training. As clearly identified at the National Doctrine of Education Development of ETA state policy on development of vocational education is to create conditions for personal development and creative self-realization every citizen of Ukraine, the education of generations that can efficiently and proactively work independently and learn throughout life, to protect and increase the values of national culture and civil society to develop and strengthen a sovereign, independent, democratic, social and rule of law as an integral part of European and world community.

The need for highly qualified teaching staff determines the need to improve their training and self-study in terms of training in higher educational institutions. Teacher is a person who is able to make sense of their place in life and prepare for their pets this. In this context, understand the role of independent constant modernization of future teachers to develop independent learning and life-cognitive potential of children.

Of particular relevance is the problem of professional orientation independence of students of higher educational institutions, strengthening professional self-improvement and self-teaching guide student work. Modern in chytel must understand that in society it is not the only source of knowledge. His role today - leader in the information field. This places a special responsibility on the teacher.

The need for modernization of independent work of students of higher educational institutions to improve their training teachers, researchers pointed out: V.Kozakov, B.Korotyayev, V. Palamarchuk, A. Piechota, A. Savchenko, A. Usov, T.Shamova, I.Shaposhnikova and others.

The purpose of the article: specify conditions of the independence of future teachers in the training.

Key words: independence, teacher education, future teacher, activity, person, educational environment.

The main material. Autonomy in the context of expanding credit rating system of education in universities is objectively by improving the quality of training of future teachers. The feature of the professional independence of the future teacher determined orientation of future professional to achieve an understanding of the surrounding reality in the context of different professional

tasks and taking into account the individual characteristics of students.

We know that teacher education develops under the influence of objective and subjective factors that determine priorities, goals and values, ways of educational influence on personality. At this stage, priority is the process of European integration HI th th of Education and Teaching.

The idea of integration in European space needs, according to the conceptual framework of the Bologna process, training in higher educational institutions competent, mobile, competitive specialists in the labor market, capable of independence in their professional work.

Therefore, the priorities of the national system of training teachers recognized the full development and self-realization of each individual, the ability to learn throughout life. The strategic line of higher education in Ukraine determined the formation of students of pedagogical faculties special relationship to professional self-development in order to feel harmonious part of the natural world, be prepared to save valuable heritage of past generations, multiply and pass to heirs [1, p. 43].

The study found that in accordance with the Regulations on the organization of educational process in higher education provides that the independent work of students should be at least 1/3 and not more than 2/3 of the total amount allocated to study a particular discipline. This approach to independence in preparing future teachers because the self-study is an important component of the formation of autonomy specialist as personality traits as a significant part of professional competence of teachers [2, p. 47]. The upward trend in the proportion of independent work of students in higher education is explained by the fact that without a commitment to sustainable improvement in the knowledge of young independent expert will not be aware of the latest developments in science, missed assignments professional development.

The common basic principles of education degree Concept pedagogical competence of teachers in the system step training in the field of education designed to provide an effective solution to the problem updating training future teachers, accelerate its refocusing on self-development potential of intellectual forces and capabilities for successful professional work in this direction with the students.

The professional competence of the teacher in self-employment due to features educational activities. These functions include: teaching self-determination; samomotyvuvannya teaching; teacher learning and self-improvement; teaching self-realization; and self teaching and self-rehabilitation [3]. The account t s functions in the process of teaching competence ensure successful resolution of the purpose and objectives of training future professionals.

As you know, the rapidly changing information, morally worthless acquired knowledge. At the time especially important is the ability of the individual to independently get new information in a changing profession, specialty, specialization. In the context of large-scale developments are particularly relevant finding ways to a new quality of independence as an important part of training future teachers at this stage that takes on a whole new meaning and importance. First, autonomy within this process is seen as a key condition for new educational technologies and is therefore a means by which the new international standard education.

Second, the basic principles of the Bologna process can be effectively implemented on the basis of a new quality of education, new approaches to the organization of

independent work of students in higher education. Recognition of the general principles underlying the Bologna process does not preclude the preservation of national identity education systems, national cultural traditions. New challenges affecting the content of teacher training in higher education, methods of teaching, student assessment systems, the novelty of the functions of teachers. One of the desired outcomes - professional independence, creativity and activity of future teachers.

Third, the independent work of the future teachers as one of the objects change, requires special attention, methodological support and optimize the learning process. Fourth, the current stage of development of higher educational schools in Ukraine is characterized not only finding ways to optimize the educational process and methodological support and targeted the spiritual enrichment of future teachers.

In this regard, one of the priorities of the higher educational institutions is the formation of future teachers a high level of professional awareness and autonomy, readiness to pedagogical guidance of independent work of students at the professional level.

It is obvious that a focused and effective solution to these problems is possible only if there is theoretically grounded model, psychological and pedagogical conditions for successful training of teachers to perform this important educational function.

The dominant vector implementation of such training is a values orientation independence of future teachers in the process of training, the formation of which has a specific meaning, stages of mastering the necessary knowledge, skills, methods of teaching in higher pedagogical educational institution, increase professional capacity.

The development of autonomy as a human qualities attracted the attention of researchers - supporters axiological approach in teaching science. The most common category of autonomy is seen in the plane of activity-active displays, professional creative personality [4; 5].

Strengthening the public interest to identify problems personal autonomy as an integral quality is quite natural in a democratic society transformation, major reorientation of public institutions to self-resolve issues related to the development potential of creative abilities.

The fundamental ability of a person to independence appears in that, in fact, mostly unaware of this, it chooses its own decision affirms even that is given once and inevitable course of life events and subjective with no support from other people. A man chooses his life a world in which each of its independent action inevitably becomes a symbol of a subjective position demonstration of a system of moral values. Therefore, any act of academic knowledge, as in all genetic link reproduction studies are also (more or less) elements of independence.

Thus, professional independence student of higher pedagogical educational institution is understood in this study as a comprehensive description of the person stosti ready and capable of self-development, self-education and self-improvement that characterized not only by their own ability to produce and kopychuvaty knowledge, but also

the ability to freely navigate in today's information society, properly assess the requirements for modern teacher to show an individual approach to their implementation, reflection implement the results of their professional activity and change their own professional actions as appropriate pedagogical reality.

Professional autonomy plays a significant role in the formation of future teachers, as a necessary condition for the development of its potential. Professional independence of future teachers in this context is a necessary condition for its successful professional activity as a modern teacher - is an independent and professionally competent freethinking person, ready for professional fulfillment throughout life. An important social function requires teachers formed a definite set of competencies, including educational and cognitive competence - the presence of student interconnected set of knowledge, skills and personality traits that allow it to effectively carry out an independent educational-cognitive activity [6] - directly related 'connected with his professional autonomy.

The study confirmed that the basis of independence - an activity stosti person in the absence of immediate and permanent leadership. That teacher of higher educational institution in this case only as assistant coordinator of student and professional self-development, allows independently assess the current results. Therefore, pedagogical aspect of autonomy found in the possibility of its formation under the guidance of the teacher: what the student is doing today with the help of the teacher, tomorrow will be able to proceed. Formation autonomy provides coordinated external demands and interests of the student [2].

Reter K pit formation evaluation independence as the Second inherent integration of art and people stosti students of higher educational institutions distinguished: measures of coherence relations with students and value orientation and teach ment institution; Internal consistency measures of motivation and external causes of purposeful activity stosti person; measures in coordination of external regulators and samorehu lyatsiyi student behavior in the educational process.

The author of the article revealed the importance of the independence in credit-rating educational system of institutes of higher education. Also the author noted that

the independence is a sign of improving the quality of future teachers' training. Based on axiological approach the following conditions of future teacher independence formation were defined: taking into account different types of students' relations with external world in educational, cognitive and research work; use of the active learning means system; creating an educational environment where a student is constantly in a choice situation.

In this article the author raskr y l e values samostoyatel'nosti a credit reytnhvoy system of teaching in High society uchebn zavedenyyah. It says, something samostoyatel'nost javljaetsja Signs Increase Quality Professional Preparation of future teachers. Based on ACN and oloh and h th ESCO Approach and opredelen y terms samostoyatel'nosti Formation of the future teacher: Accounting in Uchebn - poznavatel'noy, scientific issledovatel'skoe the work razn type OJ's ties with the student okruzhayushchym world, and is spolzovany funds active learning system; obrazovatel'no creation and environment, Kotor and student constantly before a situation of choice.

Conclusions. The study shows that with amostiynist students will be formed in the following pedagogical conditions: when the BBC in the organization of teaching and learning, research of social and educational actions Mr. and identity formation stosti future teacher, take into account the different type of conn yazk a student and with the outside world, in methodical maintenance of classes depending on the purpose aktualizovaty mutsya be formed or not individual, isolated from each other personages ystisni Adjust yatory behavior, and the system necessary and sufficient resources to ensure that every student can be independent for as long as learning in higher education, creating a learning environment in which the student is constantly in a situation of choice or a decision-independent solutions that result would lead to social and educational expedient changes in the structure of his face stosti its development.

A promising direction for further development of the article is to develop technological tools of implementation of these conditions of formation of independence as the professional competence of future teachers.

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У статті автор розкрив значення самостійності в кредитно-рейтинговій системі навчання у вищих навчальних закладах. Зазначено, що самостійність є ознакою підвищення якості професійної підготовки майбутніх учителів. На основі аксіологічного підходу визначено умови формування самостійності майбутнього вчителя: облік у навчально-пізнавальній, науково-дослідній роботі різних типів зв'язків студента з навколишнім світом; використання системи засобів активного навчання; створення освітнього середовища, в якому студент постійно знаходиться в ситуації вибору.

Ключові слова: самостійність, педагогічна освіта, майбутній учитель, активність, особистість, освітнє середовище.

В статье автор раскрыл значение самостоятельности в кредитно-рейтинговой системе обучения в высших учебных заведениях. Указано, что самостоятельность является признаком повышения качества профессиональной подготовки будущих учителей. На основе аксиологического подхода определены условия формирования самостоятельности будущего учителя: учет в учебно-познавательной, научно-исследовательской работе разных типов связей студента с окружающим миром; использование системы средств активного обучения; создание образовательной среды, в которой студент постоянно находится в ситуации выбора.

Ключевые слова: самостоятельность, педагогическое образование, будущий учитель, активность, личность, образовательная среда.

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ПЕРЕДУМОВИ ВИКОРИСТАННЯ ІНТЕРНЕТ-РЕСУРСІВ В ЯКОСТІ ЗАСОБІВ ДУХОВНО-МОРАЛЬНОГО ВИХОВАННЯ СТУДЕНТІВ

У статті порушено проблему пошуку нових засобів духовно-морального виховання студентів вищої школи. Здійснено спробу довести, що Інтернет-ресурси можуть залучатись в освітній процес не лише в якості навчального забезпечення, але й як засоби духовно-морального виховання. З-поміж Інтернет-ресурсів, що мають значний виховний вплив, виокремлено електронні бібліотеки, віртуальні музеї, Інтернет-версії освітніх телеканалів, соціальні мережі, сайти навчальних закладів. Автор наголошує, що ефективність застосування Інтернет-ресурсів в якості засобів духовно-морального виховання студентів можливе за дотримання низки педагогічних умов.

Ключові слова: духовно-моральне виховання, духовний розвиток особистості, засоби виховання, педагогічний ценз, Інтернет-ресурси, виховний зміст сайту.

Постановка проблеми. Становлення української державності, інтеграція в європейське співтовариство, створення і реалізація національної ідеї, побудова громадянського суспільства передбачає орієнтацію на пріоритети духовності і моралі. В означеному процесі особливе значення посідає проблема оновлення системи вищої освіти як провідного осередку духовної культури нації.

Освітня парадигма сучасного ВНЗ повинна спрямовуватись на формування у студентів відчуття національної гідності за свою країну, причетності до славетного українського народу. Молодь повинна осмислено орієнтуватися на ідеали добра і краси, правди і справедливості, милосердя та людської гідності. Одвічні цінності мають стати внутрішнім мотивом діяльності та ядром духовного світу людини, що об'єднують почуття, думки, волю в єдине ціле.

Аналіз останніх досліджень і публікацій. З огляду на багатогранність та багатовимірність проблема духовного становлення особистості знайшла своє відображення у низці гуманітарних наук. Так, поняття духовності знайшло

відображення у наукових положеннях філософів, які розглядають духовність як сферу осмислення дійсності (В. Баранівський, Л. Сохань, Л. Олексюк, В. Сугатовський, В. Шердаков); психологів, які аналізують психологічні витоки духовних цінностей (І. Бех, О. Зеліченко, Г. Костюк); педагогів, які досліджують сутність духовного розвитку особистості, педагогічні умови духовного-морального виховання студентів – О. Брежнева, О. Марусенко, Л. Москальова, Н. Письменна, Г. Шевченко, Т. Шклярова [2]. Дослідження наукового доробку вітчизняних і закордонних вчених переконує у необхідності створення теоретично обґрунтованої і методично насиченої системи духовно-морального виховання особистості студента. Наше дослідження ґрунтується на твердженні Г. Шевченко за яким: «Духовно-моральне виховання студентів є пріоритетним напрямком у виховній роботі інституту. Воно спрямоване на підвищення статусу духовності й моральності у всій системі навчально-виховної діяльності ВНЗ й має на меті формування духовності як фундаментальної якості особистості, що визначає її позицію, поведінку, ставлення до себе й навколишнього