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Contents

SECTION 1. Physics and mathematics

<i>Levakhin A.S.</i> MATHEMATICAL METHODS AND INFORMATION TECHNOLOGIES IN PROJECT MANAGEMENT	7
---	---

SECTION 2. Biology

<i>Bilokur D.O.</i> PECULIARITIES OF THE INTENSITY OF THE CEREBRAL CORTEX ELECTRIC ACTIVITY OF MALES IN THE TERRITORIES OF INTENSIFIED RADIOECOLOGICAL CONTROL OF THE YAMPIL DISTRICT OF THE SUMY REGION	11
<i>Kolesnyk Y.I.</i> THE FEATURES OF ATTENTION IN THE PERSONS WITH MIOPIA LOW AND HIGH DEGREE UNDER THE INFLUENCE INHIBITION PROCESSES	14

SECTION 3. Technical sciences

<i>Klimjuk J.J.</i> PREDICT OPTIMAL USE OF FILTERING MATERIALS IN THE RAPID FILTERS OF CONE-SHAPED FORM WITH POROUS LOADS	17
<i>Pilicheva M.O.</i> ANALISIS OF LEGISLATION FOR COMPULSORY PURCHASE OF LAND PARCELS FOR PUBLIC NEEDS IN UKRAINE	23
<i>Radzinskaya Y.B.</i> A STUDY AND COMPARATIVE ANALYSIS FACTORS FORMATION OF INVESTMENT ATTRACTIVENESS OF LAND IN CITIES	26
<i>Rudomakha A.V.</i> AREAS AND PECULIARITIES OF IMPLEMENTATION OF THE LAND ADMINISTRATION SYSTEM IN THE UNITED TERRITORIAL COMMUNITIES OF UKRAINE	31

SECTION 4. History

<i>Angelova R.Z.</i> THE PEOPLE'S PARTY FOR THE FOREIGN POLICY ACTIVITY OF THE GOVERNMENTS ACCORDING TO RUSSIA (1899-1911)	33
<i>Goncharenko A.V.</i> The EUROPEAN INTEGRATION VECTOR IN THE INTERNATIONAL RELATIONS OF GREAT BRITAIN, 1997–2007	37

SECTION 5. Economics and management

<i>Azhaman I.A.</i> METHODS OF STRATEGIC ANALYSIS OF ENVIRONMENT CONSTRUCTION ENTERPRISES	40
<i>Barsuk Y.</i> MARKET OF UKRAINIAN LIVING AND LIVING BORUS IN THE FIRST HALF OF 2016/17 MR	42
<i>Bykau K.</i> BALANCING DEVELOPMENT AS A KEY CONDITION OF ECONOMIC SUSTAINABILITY IN MICRO- AND MACRO-LEVEL	45
<i>Gaponova E.A.</i> INSTITUTIONAL SUPPORT FOR MEDICAL SERVICES MARKET INTEGRATION	49
<i>Ilchuk P.</i> THE LONG-TERM MONEY SUPPLY LAW: ANALYTICAL INVESTIGATION OF INFLATION FACTORS	51
<i>Kholodylova A.A.</i> THEORETICAL BASIS OF ACTIVITY CREDIT UNION IN UKRAINE	53
<i>Kostyrko T.M.</i> PREDICTION METHOD FOR STOCHASTIC TIME SERIES IN ECONOMIC TASKS	55
<i>Kots O.</i> ESSENCE AND BASIC FEATURES OF DEBT FINANCING	58
<i>Kvasnitska R.S., Tarasiuk M.V.</i> PROBLEMS ASPECTS OF INVESTMENT MACHINE- BUILDING INDUSTRY OF UKRAINE	61
<i>Lebedeva E.N.</i> THE MODERN PARADIGM OF SUSTAINABLE DEVELOPMENT	64

<i>Medynska T.V., Fedak L.V.</i> ECONOMIC-LEGAL ASPECTS OF TAX STIMULATION OF INVESTMENT-INNOVATIVE ACTIVITY ARE IN UKRAINE	67
<i>Okhrimenko I.V.</i> TRAINING OF STOCK EXCHANGE SPECIALISTS IN UKRAINE	70
<i>Pilipchenko O.O.</i> CALCULATION OF INDICATORS OF ECONOMIC SECURITY OF UKRAINE	73
<i>Pominova I.I.</i> THE CONSEQUENCES OF IMPROVING GLOBALIZATION OF HIGHER EDUCATION	76
<i>Timar I.V.</i> THE APPLYING OF CROWD-TECHNOLOGIES IN MARKETING ACTIVITIES OF SMALL-SCALE BUSINESSIN UKRAINE	79
<i>Timar I.V., Kolisnyk V.O.</i> NECESSITY AND DIRECTIONS OF REFORMATION OF THE SYSTEM OF CATEGORIZATION OF HOTEL ENTERPRISES IN UKRAINE	81
<i>Tsarenkova I.</i> THEORETICAL AND OPERATIONAL ASPECTS OF THE STUDY SYSTEM FOR THE CARRIAGE OF GOODS BY ROAD	83
<i>Zaborovets K.G.</i> FACTORS AFFECTING THE CHARACTERISTICS OF THE PUBLIC DEBT IN THE CURRENT CONDITIONS	86

SECTION 6. Philosophy

<i>Berehova H.D.</i> PHILOSOPHY OF EDUCATION: INTELLECTUALITY OPTION FOR PHILOSOPHY STUDY IN HIGHER SCHOOL	89
<i>Ivanishyn D.O., Blokha Y.Y.</i> FEATURES OF THE ACTIVITIES OF ANARCHIST ORGANIZATIONS IN UKRAINE IN 1917-1918	92
<i>Gavelia O.R., Danylova T.V.</i> THE FORMATION OF THE OUTLOOK OF MODERN YOUTH IN THE CONTEXT OF CHRISTIAN AXIOLOGY	94

SECTION 7. Philology

<i>Glushchenko V.A., Riabinina I.M., Tyshchenko K.A.</i> POLISH NASAL VOWELS AS A CLUE OF OLD SLAVONIC YUSES (LINGUISTIC-HISTORIOGRAPHICAL ASPECT)	98
<i>Okhrimenko T.V.</i> MENTAL NATURE OF SOCIAL PHENOMENON OF MONEY	101
<i>Vetoshkina K.N.</i> LEXICAL STYLISTIC DEVICES AS A MEANS OF TARGETING THE VALUES OF THE AUDIENCE OF SOCIAL ADVERTISING (BASED ON THE MATERIAL OF THE RUSSIAN AND ENGLISH LANGUAGES)	104

SECTION 8. Geography

<i>Serbov M.G., Tkachenko N.A.</i> FORMATION OF WATER QUALITY IN THE DRY LIMAN BASIN: MAIN HYDROECOLOGICAL PROBLEMS AND THE WAYS OF THEIR SOLUTIONS	108
---	-----

SECTION 9. Jurisprudence

<i>Almaghariz E.A.H.</i> JORDAN AND UKRAINE: THE MAIN AREAS OF COOPERATION	115
<i>Boyko I.V.</i> INFORMATION-ANALYTICAL WORK AS A SEPARATE DIRECTION OF MANAGEMENT ACTIVITY IN THE SYSTEM OF THE MINISTRY OF INTERNAL AFFAIRS OF UKRAINE	117
<i>Boyko O.I.</i> CONCEPT OF REASON OF CRIME	121
<i>Duliba Y.V.</i> SEPARATE METHODS AND FORMS OF IMPLEMENTING OF STATE'S FISCAL FUNCTION	124
<i>Gabrelyan A.Y.</i> LEGAL MODES OF REGULATION OF THE PROSTITUTION: THEORY AND PRACTICE	127
<i>Gorkava V.Y.</i> STAGES OF PROCEEDINGS IN CASES OF ADMINISTRATIVE OFFENSES IN THE FIELD OF ROAD TRAFFIC	131

<i>Kolas H.I.</i> THE DISCUSSION OF THE FINANCIAL LEASING NATURE IN RUSSIAN LEGAL DOCTRINE	134
<i>Rasyuk A.O.</i> CONCERNING THE STUDY OF CRIMINAL OFFENSES COMMITTED IN THE FIELD OF TRANSACTIONS WITH REAL ESTATE OBJECTS	137

SECTION 10. Pedagogics

<i>Bogomolova N.N.</i> CIVIL EDUCATION AS THE PRIORITY STRATEGY OF EDUCATIONAL POLICY IN UKRAINE	140
<i>Malykhin O.V.</i> INFORMATIONAL AND EDUCATIONAL ENVIRONMENT AS A MEAN OF ACTIVATION OF STUDENTS' SELF-EDUCATION	143
<i>Melnychuk I.M., Pikon K.S.</i> FORMS AND METHODS OF NURSES PROFESSIONAL TRAINING IN THE HIGHER EDUCATIONAL INSTITUTIONS OF USA	146
<i>Moskalyuk N.V.</i> THE USE OF INFORMATION TECHNOLOGIES IN THE PROFESSIONAL PROFESSIONAL PREPARATION OF STUDENTS IN PEDAGOGICAL HIGH SCHOOLS	149
<i>Mytseva O.S.</i> FEATURES OF THE CORPORATE IMAGE OF AN ORGANIZATION	152
<i>Opalyuk T.L.</i> REALIZATION OF THE BRAINSTORM METHOD IN THE CONTEXT OF FORMATION OF THE SOCIAL REFLEXION OF A FUTURE TEACHER	155
<i>Petrenko V.O.</i> INTERCULTURAL - PROFESSIONAL - COMMUNICATIVE LEARNING ENVIRONMENT DESIGNING IN THE CONTEXT OF THE ESTABLISHMENT OF HIGHER EDUCATION	158
<i>Popko T.P.</i> PATRIOTISM EDUCATION IN MATH, COMPUTER SCIENCE	160
<i>Sabat I.I.</i> CONTENT OF STUDYING IN THE STATE AGRICULTURAL LYCEUM IN CHERNYTSA	164
<i>Saenko Y.O., Maksma Y.V.</i> MOVING GAME IN LEARNING LEADERSHIP QUALITIES OF THE PRIMARY SCHOOL'S PUPILS	167
<i>Shevchenko L.S.</i> REALIZATION OF PEDAGOGICAL CONDITIONS OF PREPARATION OF PRE-SERVICE TEACHERS OF TECHNOLOGIES TO INNOVATIVE PEDAGOGICAL ACTIVITY	170
<i>Turovska H.I.</i> WAYS TO IMPROVEMENT THE EDUCATIONAL PROCESS OF MODERN HIGHER SCHOOL IN TODAY'S CONDITIONS	173
<i>Yachmenyk M.M.</i> THE MEANS OF MEDIA EDUCATION IN PROFESSIONAL WORK OF TEACHERS OF THE UKRAINIAN LANGUAGE AND LITERATURE	177

SECTION 11. Pharmaceutical sciences

<i>Almakayev M.S.</i> ВЫБОР БУФЕРНОЙ СИСТЕМЫ И ПРЕДЕЛОВ pH ДЛЯ КОМБИНИРОВАННОГО ПРЕПАРАТА «НЕЙРОНУКЛЕОС»	182
<i>Snehyrova D.V.</i> ORAL SOLUTIONS BASED ON MAGNESIUM SALTS	184
<i>Yurkovska L.G.</i> SPECIFIC GUARANTEES OF THE RIGHTS OF THE PATIENTS (VOLUNTEERS) - PARTICIPANT OF CLINICAL TESTS OF MEDICINES	186

SECTION 12. Arts

<i>Klymenko M.S.</i> OLEXANDER ARCHIPENKO'S SPIRITUAL AND GENETIC PARADIGM	189
<i>Titenkov Y.S.</i> THE EFFECT OF DIGITAL ARCHITECTURE ON PARAMETRIC DESIGN OF FURNITURE: ECO-TRENDS	192

SECTION 13. Psychology

<i>Chekanska O.A.</i> SELF-PRESENTATION OF PERSONALITY IN VIRTUAL REALITY	195
---	-----

<i>Danchuk Y.</i> FEATURES OF INFLUENCE OF FAMILY CONFLICTS ON A CHILD OF JUNIOR SCHOOL AGE	197
<i>Didyk N.M.</i> THE ROLE OF CREATIVITY FOR FUTURE PROFESSIONALS IN THE SOCIAL SPHERE	199
<i>Geras'kina P.B., Arpentieva M.R.</i> MODERN PSYCHOIMMUNOLOGY AND PSYCHOLOGICAL SUPPORT OF THE PERSON WITH THE IMMUNE VIOLATIONS	202
<i>Shebanova V.I.</i> CORRECTION OF EATING BEHAVIOR BY THE METHOD OF AUTOGENIC TRAINING	205
<i>Snyadanko I.I., Kalyn R.Y.</i> MANAGERIAL SELF-CONTROL AS A PREREQUISITE FOR THE EFFICIENT MANAGEMENT OF THE PERSONNEL OF THE ORGANIZATION	208
<u>SECTION 14. Politology</u>	
<i>Saenko P.A.</i> WAR AND POLITICS: JAPANESE LESSONS	212
<u>SECTION 15. Culturology</u>	
<i>Forkosh S.M.</i> STRATEGY OF COMMUNICATION RESEARCH IN THE CULTURE	215
<i>Salata H.V.</i> THE NEW TYPE OF PUBLIC LIBRARIES IN UKRAINE: AN URGENT NEED OF THE TIME	218

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INTERCULTURAL - PROFESSIONAL - COMMUNICATIVE LEARNING ENVIRONMENT DESIGNING IN THE CONTEXT OF THE ESTABLISHMENT OF HIGHER EDUCATION

Abstract. The article deals with the problem of designing of intercultural - professional - communicative learning environment. The terms “environment”, “social environment”, “intercultural environment”, “learning environment”, “intercultural - professional - communicative learning environment” are specified. The principles of the designing are discussed. The functions and structural components of the intercultural - professional - communicative learning environment model are analyzed.

Key words: model design, intercultural - professional - communicative learning environment, student, training, intercultural professional interaction.

Designing of intercultural professional and communicative learning environment (IPCLE) is an important task for the education system as it is aimed at introducing the world of culture to the students.

In the reference literature, the notion of "environment" is described as the social and living conditions of human existence; physical, intellectual, moral and social environment, in which the human society's activities of take place. The latter influence the formation and development of a personality [1, p.1309].

From the sociological perspective, the social environment is a part of the environment, which consists of interacting individuals, groups, institutions, cultures. The key word in this definition is interaction as it is referred to the system of human relations between a person and the environment. In training students for intercultural professional interaction, the student enters into interaction with other agents of the learning environment (students, teachers) while learning culture of different representatives.

A. Khutorsky defines the learning environment as a natural or artificially created student's socio-cultural environment that includes the content of education and educational means that stimulate and ensure a student's productive activity during classes [4, p.188].

One of the pedagogical problems is the adaptation of the learning environment to the student's needs, that is, the creation of conditions for personality's self-development and self-realization. V. Kozyrev is convinced that the learning environment adaptation should be considered in three aspects: philosophical; methodological, socio-psychological.

The philosophical approach orientates the learning environment to reveal the cultural content of knowledge; to apply multidisciplinary approach to the object under study; to inherent the human knowledge of tools need to perform activities with the object.

According to the methodological approach, the learning environment is a system of agent-agent interactions. Thus, the creation of the learning environment is aimed at designing the pedagogical process on the humanistic principles and values.

The socio-psychological approach defines the learning environment as a medium of social communication. The interpretation of the term "environment" is revealed through the relationship of the individual with the environment, the relationship with other members of society, as well as through the consideration of the psychological category of "communication," which is defined as a communicative and regulatory process that performs such functions as: the transmission of

knowledge, values, values orientation; student's values perception; provision of students' joint activity.

Intercultural environment is defined as coexistence of representatives of various cultures under identical social, living and economic conditions which determine their interaction at all levels of relations (macrolevel, microlevel).

The IPCLE as a model of the learning environment provides opportunities for student's learning, upbringing, development of their creative abilities as well as disclosure of their potential. It serves as a means of learning, education, self-development, self-realization, socialization. The IPCLE can be designed in accordance with the objectives of learning, the students' individual characteristics. It is the object of psychological and pedagogical examination and monitoring and allows to adapt the learning environment to the dynamic modern requirements.

The IPCLE performs the following functions:

- value-orientating function – to motivate students to realize the goals and values (individual and professional values) of intercultural professional interaction;
- knowledge-transferring function – to transfer the system of knowledge to students that will promote the effective performance of students' future professional functions;
- activity-regulating function – to regulate students' joint activity;
- cognitive function – to make students aware with intercultural differences and similarities, intercultural concepts;
- sense-making function – to make students realize the influence of their communicative actions on building further relationships between representatives of other cultures;
- organizational function – to arrange educational activities and provide the feedback between pedagogical interaction agents.

The main principles of the IPCLE model designing are the following [2]:

- the model design integrity, that is, the model structural components serve one common goal – training students for intercultural professional interaction;
- multidisciplinary, that is, the model structural components reveal students the concept of "intercultural professional interaction" from the philosophical and cultural, sociological, psychological, linguistic and professional perspectives;
- information density and integrity of the students' acquired knowledge, skills and gained experience;
- harmonious development of personality – creation of conditions for the formation of personal traits, such as social responsibility and empathy that are important to perform effectively professional functions in intercultural professional interaction;
- communicative skills development - the maximum immersion of the student in the communicative process.

From the theoretical point, the IPCLE model consists of such structural components as [3]:

- the goal setting component – training students for intercultural professional interaction,
- the IPCLE content component – the problem-based approach to the content of the study,
- the methodical component – the student-centered approach in the classroom, the use of variety of didactic means, the predominance of interactive teaching methods with the focus on different forms of social interaction (teacher-student, teacher-students, student-teacher, student-student, students-students, students-teacher), facilitative communication;
- the communicative component – students' communicative competence enhancement;
- the educational component – formation of professionally important (social responsibility) and personal (empathy) qualities;
- the psychological component – creation of a favorable psychological climate in the classroom, demonstration of empathic attitude to the interlocutor;
- the value-emotional component – orientation of classes on humanistic values.

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PATRIOTISM EDUCATION IN MATH, COMPUTER SCIENCE

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ВОСПИТАНИЕ ПАТРИОТИЗМА НА УРОКАХ МАТЕМАТИКИ, ИНФОРМАТИКИ

Abstract: The decision of applied tasks contributes to the development of logical thinking, the ability to concisely, clearly and consistently Express their thoughts, to make the best decisions in a difficult situation. Many tasks on military subjects, the teacher instills such personal qualities as curiosity, persistence, resourcefulness, developing independence, contribute to the Patriotic education of students, the sense of pride for their country, for their work and bravery of the inhabitants of the country.

Keywords: Applied problems, logical thinking, Patriotic education of pride for their country, the bravery of the inhabitants of the country.

Анотація: Решение прикладных задач способствует развитию логического мышления, умения кратко, ясно и последовательно выражать свои мысли, принимать оптимальные решения в сложной ситуации.

Предлагая задачи на военную тематику, учитель прививает такие личностные качества, как пытливость, настойчивость, находчивость, развивает самостоятельность, способствуют патриотическому воспитанию обучающихся, воспитанию чувства гордости за свою Родину, за труд и отвагу жителей своей страны.

Ключевые слова: Прикладные задачи, логическое мышление, патриотическое воспитание гордость за свою Родину, отвага жителей своей страны.