



Pavlenko. In 1707–1708 Pokrovskaya church was built in Pavlenki. The turbomechanic factory is located in Pavlenki. It developed on the base of cast iron workshops, opened in 1883 by a merchant woman named Poliakova. At the same time a railway was laid not far away, the Kiev railway station was opened, and former suburbs became the developed industrial district. The school-gymnasium № 9, that is alongside Pavlenkivskiy park is a favourite place of rest for inhabitants of the Kiev district and the town. In the park there is an ice skating rink which operates in winter and there are tennis courts which operate in summer.

Thus, equipping the school area with modern amenities is foreseen by the project. According to it the alley near the main entrance of the school will be expanded and transit paths will be organized. On the east side of the school area, near the library, the placement of underground rest rooms is planned for the visitors of the park. The center of activities area is the reconstructed stage, which presently is half ruined but also can be used for vaudeville, lectures and other cultural activities for people. Close to the main entrance it is suggested to build a small chapel in the square area of 100 m<sup>2</sup>. It is suggested to place the chapel in an area surrounded by an array of trees and other plants facing east. The center of the park is a memorial area, in the form of an alley which is completed by the monument in honour of the lost employees of the factory. Along the alley it is suggested to set 38 memorial stones, 18 on each side in honour of the lost employees. In order to organize visual barrier from the side of local passages entrance areas are separated by rows and groups of trees.

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### **FORMING COGNITIVE INTEREST OF CHEMISTRY-MAJOR STUDENTS IN PROFESSION- ORIENTED EDUCATION**



All teachers want their students to do well, with interest and desire to work in class. Nevertheless, at times teachers and parents state that their pupils: “do not want to learn”, “could well learn, but do not want”. In these cases we see that the student was not generated the need for knowledge, no interest in learning.

Experienced teachers know that student can not effectively teach if he takes care of training and knowledge, without interest. Inculcate an interest in future trade need more from school, because during this period formed a student as an individual.

Life shows that if the profession is chosen correctly, work for human becomes a source of joy, inspiration, benefit society and the same person.

In the modern world it is important that education would give a person new life strategies, life competence, facilitated the mobility of social behaviour, because it allows a person to overcome crisis situations, to choose their own career path.

Students need the ability to think, to understand the essence of things, comprehend ideas and concepts, look for the information, interpret it for use in unfamiliar situations. In modern school the optimal conditions for inculcate of such skills in a particular class of profession-oriented education is a pressing educational problems.

Profession-oriented education is the kind of differentiated instruction, which includes consideration of educational needs, inclinations and abilities of students, creating learning conditions for pupils according to their professional self-determination that is provided by changes in the objectives, content, structure and organization of educational process [1, c. 42–43].

The current trend in the educational sector of Ukraine is the transition to profession-oriented education. Teachers need considerable instructional support services for it.

Profession-oriented strategy is to reduce non-profession oriented subjects and the deep study of profession-oriented. A variety of combinations of subjects leads to a flexible system of profession-oriented education.

This system includes the following educational components: general basic, profession-oriented and elective courses [2, p. 8]. At the preparatory stage profiling studies teacher profession-oriented subject (especially chemistry) is desirable to pay attention to:



1. Research individual skills of the student, their inclinations, desires, interests;
2. Material and technical base cabinet;
3. Teacher works elective courses, which surround the study of profession-oriented subjects;
4. Instructional support learning on the subject, carried out at four levels (low, middle, sufficient and high).

High school chemistry teacher should be not just a high level specialist, who corresponds to the structure and profession-oriented, but also provide:

- Variation and personal orientation of the educational process (design of educational processes student);
- The practical orientation of the educational process on the introduction of interactive active components (development of projective research methods and communication);
- Diagnosis and evaluation of knowledge, level of thinking and general learning skills, experience, creativity and self-evaluative judgments;
- Completion of high school students and self-profile of skills and competencies necessary for further education in the appropriate field of vocational education [2, p. 7].

Nowadays is the main question: how to work the lesson with the whole class and at the same time with each child?

Profession-oriented schoolteacher has to create conditions that would ensure the active promotion of pupils self-education activities based on self-education, self-development, self-expression during the acquisition of knowledge.

These conditions are:

- Create a situation solving cognitive tasks, while investigating the situation, speculation, contemplation, mental stress situation, differences of opinion, the clash of different positions in which to understand himself, to approve the decision to accept a certain point of view.
- Maintenance of the educational process at the optimum level that corresponds to the development of students.

In our opinion, quality chemical education needs reform, but not “revolutionary”, and “evolution”, based on the fundamentals of teaching chemistry content with the gradual introduction of changes in accordance with modern requirements.



Begin to change quality, in our opinion, is who should, and not blame that “sophisticated software”, “books are not”, “text is complicated”, “contingent weak students”.

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### PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENT CONFLICT BEHAVIOR

The period from 10 to 15 years – is, perhaps, the hardest one, as it is a stage of intensive developing of personality. At this age foundations of morality laid social settings, such as relation to oneself, to people, to society are formed. In addition, at this stage of life traits of character and basic forms of interpersonal behavior develop as well as self-awareness, which in adolescents expresses by changing of motivation and basic activities: education, communication, work [4, p. 452]. Inclusion a teenager in the orbit of serious interests accompanies with reorganization of mutual relations with surrounding people. Different kinds of protests, generating conflicts, are common reaction to misunderstanding with adults.

The problem of conflict has always been topical. Representatives of psychological trends considered this problem. The essence of the phenomenon of conflict featured in works by V. Andreyev, A. Antsupov, O. Bandurka, R. Blake, F. Borodkin, D. Dollard, O. Ershov, M. Krohius, O. Pervysheva, K. Thomas, Z. Freud, E. Fromm, T. Shybutani and others.

Conflict (lat. *conflictus* – clash) – is a collision of two or more diverse forces, motives, positions of the sides with purpose, object, goal to realize their fundamental interests in opposition from each side [5, p. 43].

A. Ishmuratov explains the nature of conflict by the twelve basic features, the main of which are:

- conflict – is an active confrontation of opposed forces, subjects;
- conflict is an expression of contrast views, actions, positions that brought to the stage of struggle;
- conflict – is a dynamic phenomenon of social interaction;