дисциплін, особливостей підготовки вчителів-філологів у зарубіжних країнах, обґрунтовано особливості фахової підготовки майбутнього вчителя-філолога в процесі вивчення таких окремих спеціальних лінгвістичних дисциплін, як «Вступ до германського мовознавства», «Історія англійської мови», «Історія лінгвістичних вчень» «Актуальні проблеми англійської філології», «Практика усного та писемного мовлення». Охарактеризовано чинники, які впливають на якісну професійну підготовку майбутнього вчителя філолога, також обґрунтовано роль мовної, лінгвістичної, психолого-педагогічної та методичної складових, що є результатом вивчення певних лінгвістичних дисциплін, та їх вплив на підготовку майбутнього вчителя іноземної мови. На основі досвіду узагальнення характеристики змісту лінгвістичної підготовки бакалаврів в університетах Швейцарської Конфедерації, зазначено про активне використання полікультурного підходу (англійська мова вивчається в контексті розуміння її як засобу взаємодії в умовах освітньої та культурної інтеграції народів світу та засобу конструктивно полілогу в державі), виховання ціннісного ставлення до культурної та мовної інакшості. Обґрунтовано розуміння та використанню мови як засобу спілкування, та компетентнісного підходу, в процесі якого формуються лінгвістична та соціокультурна компетенції.

Ключові слова: лінгвістична підготовка; конкретно-мовні характеристики; лінгвістичні дисципліни; лінгвістична компетентність; спеціальні знання.

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ORGANIZATION OF INDIVIDUAL WORK OF STUDENTS IN THE PROCESS OF READING WORKS OF ENGLISH AND AMERICAN LITERATURE

The article under consideration throws light upon the problem organization of individual work of students in the process of reading works of English and American literature. The article explains the role of independent work in shaping the professional competence of the future teacher; it is proved that individual work is the main means of mastering the educational material in extra time because it is aimed at finding the necessary information, meaningful and creative perception of it; forms and types of the analyzed work are determined, methodological support that determines the effectiveness of its organization; the stages of formation of students' skills of independent work are characterized, importance systematic control of its quality; named types of independent work in the process of mastering the Ukrainian language and methods of teaching it; linguo-didactic tasks governing the interaction between subjects are illustrated educational process, stimulate the formation of professional qualities of a philologist.

Key words: individual work, forms and types of individual work, reading competence, systematic quality control, methods of organization.

Formulation of the problem. The main condition for successful performance of individual work is careful planning and control on the part of the teachers, because of the fruitfulness independent work of students is, first of all, the result of constant interaction between student and teacher-leader. That is why it is a priority goal not just to relay knowledge but also to stimulate it students' research and cognitive activity.

Original art work is initially relevant in the university a kind of work aimed at mastering a foreign language that promotes deepening educational process. It is the task of successfully preparing foreign language teachers (including English) cannot be resolved beyond the teaching of reading arts works in the process of attracting students to universal values, presented in the field of literature. Logic-cognitive aspect of the process of reading artistic works aimed at disclosing the author-image-reader system, facilitates the processing of the extracted from the text of information, the development of imaginative thinking. Reading works of art also provides the ability to master effective writing skills (ways to build sentences, paragraphs, writing thematic messages), it forms the basis for development interesting topics, stimulate such a form of work as a discussion. Equally important are the points enrichment of vocabulary, activation of grammatical phenomena, widening of horizons, deepening erudition and substantially raising the cultural level, which is one of the requirements of qualification characteristics of the modern teacher.

Analysis of recent research. The problem of organization of individual work has been investigated in the research works of S.I. Arkhangelskyi, V.K. Buryak, E.Y. Golant, I.P. Drozdova, O.V. Malikhin, V.M. Nagaev, R.A. Nizamov, O.I. Potapenko, T.V. Symonenko who consider the analyzed issue, on the one hand, as a kind of activities that stimulate independence, cognitive interest in the subject under study, the impetus for advanced training, and on the other - as a system of pedagogical conditions that ensure successful management of students' individual activity.

The article under consideration aims at considering the specificity and problems of organizing students' individual work and determining the effective methods of its organization taking into account the works of English and American literature.

Results of investigation. So, reading works of art in the original is one of the means of learning a foreign language in all its aspects: reading itself, verbal (monologic and dialogic) speech, listening and writing; their content is not can only be considered as a social, historical and artistic aesthetic content. Of features of linguistic material of artistic texts, they are differentiated by the nature of assimilation (active and receptive, for independent guess); by functional and stylistic affiliation; on the semantic load of lexical units in the work being processed (essential or not essential for deep understanding); by the degree of complexity (spelling, phonetic, semantic) of lexical units, knowledge of which is necessary for a complete understanding of the read.

Reading works of art in the original is a complex and multifaceted work that requires consideration of both oral and written practice as well as stage the reader's education and interests, his or her level of awareness, and level of preparation for the perception (with a view to further processing) of the information containing the text. IN so-called "background knowledge" plays a significant role in this context. They are divided into universal knowledge (knowledge of the world in which a person lives and the processes that occur in it); area knowledge (knowledge inherent in groups of people in a place residence) and knowledge pertaining to global culture. To background knowledge also includes information about the previous and next parts of the artwork without which it is available it is not possible to have a good understanding of the passage in question. According to the training stage both the process of reading and understanding the artistic text is organized.

Thus, at the initial stage of learning, text comprehension is mainly through complete decoding, when content is determined by the grammatical knowledge and lexical units already learned, and largely by the search of vocabulary for the purpose of completing the content. This kind of reading tends to be transformed in the process of further mastery of the language to partial decoding of a read work, when most of the material is perceived directly and the other still needs decoding. When students have a high level of knowledge of a foreign language, "reading" information is instantaneous due to the available lexical and grammatical

knowledge, and unlike reading-decoding, there is a process of reading with direct understanding. In order to intensify the process of reading artistic works in junior years, that is, to begin reading from partial decoding and to gradually reduce it to a minimum, preparatory work should be conducted with students on the basis of phonetic, lexical and grammatical exercises; provide students with lists of keywords and phrases and, if necessary, pretext explanations. In the course of working on works of art, the language of the original language gradually changes the nature of oral utterances about the read text material. In the initial stages of teaching, student expressions are not original in form or content - they are pre-prepared activities that are presented with a detailed or concise translation of the work, memorization of snippets, which are descriptions of key events, facts, and more. At a later stage of the study, students present unprepared lessons, such as a free talk, comments on the read, teacher-student discussions, student-student discussions (such as exercise-interviews). The intermediate between these two stages of study is to work on utterances that are not content-prepared but pre-prepared monologue and dialogic cliché speeches, based on automated samples that are not form-ready but prepared for the content of the utterance (e.g., content transmission in their own words to the extent regulated by the teacher).

The lexical minimum of the text material is complied with on the basis of the requirements the principles of its selection (the principle of compatibility, the principle of topicality, grammatical principle and the principle of stylistic infinity). When laying the teacher of the lexical minimum of textual material should pay particular attention to those lexical units that reflect the realities of time represented in the work. Except new ones lexical units, to a minimum it is advisable to add words that need to be elaborated due to the presence of certain phonetic features. Traditionally lexical the material is grouped for students' reproductive and receptive learning the process of working on a work of art. Lexical units for reproductive activity should be sufficient for both content and communication in others situations. The vocabulary of the work under study is for its receptive assimilation value for a complete understanding of the read. This vocabulary should include units that complicate linguistic text perception and form a barrier to his perception in extralinguistic terms.

Organizing learning to read artistic texts in primary school stage, it is advisable to take into account the actual level of lexical and grammatical knowledge of students (which is not the same for all students even within the same group) for determination the optimal number of pre- and post-text tasks and their types to overcome difficulties in working on the text and organizing the ideal reading - reading for full understanding of textual material. The very process of teaching home reading complicated by the absence of clearly defined criteria for the selection of texts of works of art, which, in the absence of a linguistic environment, would contribute to deep learning peculiarities of historical development of people, cultural values, traditions, customs English-speaking countries and developing a deep interest in this language and meaningful positive attitude to the process of studying it. At the heart of learning to read artistic of the foreign language texts are the principles, the most essential of which are:

– Reading is not a passive activity, it is an active work to successfully complete

the reader must understand the meaning of words, imagine the pictures depicted in words, understand the arguments given and agree / disagree with them.

– Students should be convinced of the meaning of what they read, if so they are not interested in what they do, they will be of little use from the work done.

It is important to study texts in terms of linguistic features, event images and

etc., but the message, the information that the author provides to the reader is no less important and should allow students to respond to messages - to reveal their thoughts, feelings and attitudes towards what is written.

When reading a book in one's own language, one tries to anticipate further events, what contributes to the title of the work and the titles of the sections. This is one of the stimulating factors the reader to further acquaintance with the work. To create a prerequisite predicting students' events when reading a work by a foreign student (in English) it is advisable to encourage them by giving them the "push" in the necessary directions.

After reading the text, they saw how true their previous conclusions were. When we define textual reading material, we simultaneously define the tasks that students need to accomplish and those tasks are intended to stimulate students' work on text, be interesting and exciting because the most interesting material may be ineffective in the absence of it tasks that require creativity.

Any text material consists of paragraphs, sentences, words that present monologues, dialogues, event descriptions, etc. Students should not just read this material, it must be combined and subsequently agreed upon work, using text, its language, features for development different types of speech activity in a foreign language Successful work of students on texts of works of art, development of skills and abilities reading the original texts is facilitated by a set of exercises that help organize it educational work, taking into account the degree of complexity of the proposed artistic text, teach students different techniques of work on it, coordinate classroom activities "Teacher - student", develop students' ability to perceive vocabulary means and decipher all the details of the content read. A set of exercises is a kind of exercise reference for studying an excerpt of textual material designed to be worked on one classroom session.

Comprehensive study of the text of the work of art is based on performing a set of exercises that includes:

*exercises for teaching prepared dialog speech (answers to questions, formulation of situational and textually important issues, dialogue read); exercises for teaching prepared dialog speech (voiceover, storytelling, scene description, explanation realities, close to text or resume);

*exercises for teaching unprepared dialog speech (development reasoned answers to questions, presentation of combined dialogues with replicas and comments of students-students, presentation without preparation managed dialogue with and without lexical supports, and finally, conduct discussions about the read);

*exercises for training unprepared monologue speech (justification your own judgment or relation to the facts, characterization of the characters, the scene and

etc., as well as read rating)

Post-text exercises not only control the level of text knowledge and effectiveness their self-study, they help to anchor the lexical material, automate speech samples and draw students' attention to the most important events except. This takes place in the process of reproducing situations according to the lexical ones units; description of events, material facts, appearance of the heroes of the work; comment thematically important sentences; evaluating the actions of heroes; discussion, translation.

Pre-text and post-text exercises must meet certain requirements. They should be strong for all students of the group in volume and lexicographic content and take into account the gradual movement from simple to complex types of work, as well as appeal to different types of memory, thinking, perception and to activate all kinds of speech activity of students. It should be noted that the performance. Exercise is an extremely important process, as understanding the text alone is no guarantee successful mastering of the material. The use of a set of exercises is intended to help. Students understand the value of the text they read in terms of content and means an expression that promotes effective classroom and student work.

Reading is a motivated receptive self-activity of speech, aimed at removing the information recorded in the text. The main mechanism the reading process is visual perception, short-term memory and transcoding information. That is, the process of reading is a process of perception and active processing information that is graphically encoded by one language or another.

In the process of reading there are two aspects of the activity of the reader: procedural and informative. The procedural aspect is the

technique of reading. To own technique reading means having a whole set of automated skills for the fast the perception of graphic images of words and the ability to automatically correlate them with sound images and meaning. Work on improving the reading technique is carried out in classroom instruction under the guidance of a teacher at the initial stage of study at Universities. The task of a foreign language teacher is to make students automated reading skills both aloud and about yourself. The substantive aspect of the activity of the reader depends on the procedural, and consists in because the reader is able to understand the reading through decoding graphic characters and semantic connections.

Reading is a thinking activity and a work aimed at understanding the read is accompanied by a number of thought operations to which they relate observation, comparison, identification, analysis, synthesis, generalization, inference, etc. Reading promotes the student's attentiveness, logical thinking, imaginative idea; it also creates the preconditions for both arbitrary and involuntary remembering. The process of learning to read involves finding ways to motivate learning activities of this important kind of speech activity.

Use is an effective way of enhancing the motivation of learning

to read authentic texts. Educational text is a product of a particular kind of mental activity that organizes meaningful information to perform the act of communication.

Conclusions. Individual work of students is based on principles of developmental learning, occurs without direct involvement but under his direction. In the process of independent work . The main function of the educational process is realization the student of the maximum amount of knowledge, their consolidation and transformation into sustainable skills. Through independent work, students acquire as well ability: more clearly and consciously to show motivation and purposefulness in acquiring knowledge; nurture self-organization, self-control and others personal qualities; fill the "information vacuum" necessary scientific knowledge;to get rid of the so-called "secondary phenomenon illiteracy ", in particular, the inability to reasonably read, analyze obtained information, make own conclusions; to form a professional competence; to acquire the skills of independent work for the future professional activity: to take responsibility, independently solve problems, find constructive solutions, come out of crisis situations.

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В статье выяснена роль самостоятельной работы в формировании профессиональной компетентности будущего учителя иностранного языка в процессе чтения художественных произведений англоязычной литературы; доказано, что самостоятельная работа является основным средством овладения учебным материалом во внеаудиторное время, поскольку направлена на поиск обогащения лексического багажа, осмысленное и творческое восприятие художественной литературы; определены формы и виды рассматриваемой работы, методические подходы, определяющие эффективность ее организации; охарактеризованы поэтапность формирования у студентов умений и навыков самостоятельной работы с художественным текстом, важность систематического контроля его понимания и восприятия; назван виды работы с текстом в процессе чтения произведений английской и американской литературы; проиллюстрировано лингводидактични задачи, регулирующих взаимодействие между субъектами учебного процесса, стимулируют формирование профессиональных качеств будущего учителя иностранного языка.

Ключевые слова: самостоятельная работа, англоязычная литература, поэтапная работа с художественным текстом, профессиональная компетенция.

У статті з`ясовано роль самостійної роботи у формуванні професійної компетентності майбутнього вчителя іноземної мови у процесі читання художніх творів англомовної літератури; доведено, що самостійна робота є основним засобом оволодіння навчальним матеріалом у поза аудиторний час, оскільки спрямована на пошук збагачення лексичного багажу, осмислене і творче сприйняття художньої літератури; визначено форми івидианалізованої роботи, методичні підходи, що визначають ефективність її організації; охарактеризовано поетапність формування у студентів умінь і навичок самостійної роботи з художнім текстом, важливість систематичного контролю його розуміння та сприйняття; названовидироботиз текстом впроцесічитання творів англійської та американської літератури; проілюстровано лінгводидактичні задачі, що регулюють взаємодію між суб`єктами навчального процесу, стимулюють формування професійних якостей майбутнього вчителя іноземної мови. У статті виокуремлено два аспекти діяльності читача: процедурний та інформативний. Процедурний аспект - техніка читання. Володіти технікою читання означає володіти цілим набором автоматизованих навичок швидкого сприйняття графічних зображень слів та вміння автоматично співвідносити їх зі звуковими

образами та значенням. Робота над вдосконаленням техніки читання проводиться в класі, під керівництвом викладача на початковому етапі навчання в університетах. Завдання вчителя іноземної мови виробити в учнів навички автоматизованого читання і вголос, і про себе.Головною умовою успішного виконання індивідуальної роботи є ретельне планування та контроль з боку викладачів, оскільки плідна самостійна робота учнів - це, насамперед, результат постійної взаємодії між студентом та викладачем-керівником. Ось чому це пріоритетна мета не просто передавати знання, а й стимулювати його дослідницьку та пізнавальну діяльність учнів. Навчальний текст - це продукт певного виду розумової діяльності, який організовує змістовну інформацію для виконання акту спілкування.

Ключові слова: самостійна робота, англомовна література, поетапна робота з художнім текстом, професійна компетенція.

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LIBRARIES IN THE CONTINUOUS EDUCATION SYSTEM

The main trends of continuous learning are considered in the article. The necessity of adaptation of the society to the dynamics of information processes is highlighted, and therefore the importance of innovative development of the modern educational industry is emphasized. The practice of organizing library work on the introduction of remote services and the latest services of free access to information resources is analyzed. The importance of implementing a model of open education in which libraries become nodes that connect the local learning system with global information and knowledge resources through open access to information resources is substantiated.

Key words: library, continuing education, informal education, adult education, information activities, distance education.

Formulation of the problem. Changes in the system of education, rapid renewal of knowledge poses the task of higher education institutions to train specialists who are able to independently acquire the necessary knowledge; ability to work with information.

Life has put on the agenda the question of continuous pedagogical education. Professional education in modern conditions should be guided by the formation of professional flexibility and mobility, as well as the creation of conditions for successful self-realization of the individual.

All these tasks set before higher education affect the organization of the university library.

Analysis of recent research. The problem of various aspects of the innovation activity of universities' libraries has been reflected in a number of publications by scholars and practitioners. According to L. Turovska, significant contribution to the understanding of modern approaches to the work of libraries at the present stage was made by such Ukrainian librarians as M. Slobodianyk, L. Kostenko, V. Horovyi, A. Chachko and Russian researchers A. Zemskov, Ya. Shraiberh, K. Kolin, Yu. Stoliarovand others. In domestic science, B. Ananiev, V. Andrushchenko, L. Antoshkina, F. Kumbs, L. Semiv, O. Stepanova, R. Patory, O. Chykurov, and others devoted their works to the study of the problems of continuous education. In the information society, education is constantly evolving and the prospect of gaining new knowledge to anyone who seeks it can be guaranteed only with the assistance of information resources in book collections. That is why the relational (educational) function of libraries, which is enhanced by their role in the system of continuous education, is of particular importance.

The purpose of the article. Definition of educational function inherent in a social institute such as a library.

Research results. At the present stage of society's development, the library is gaining new importance. There is an accelerated aging of a vast array of knowledge and information. Paradoxically, in the knowledge society is the relativization of knowledge itself. Any information is relative, which means it can only provide a basis for partial, superficial knowledge. That is why knowledge that is constantly updated and increased is reliable. In these circumstances, the role of libraries in the process of continuing education as a producer and disseminator of diverse knowledge and information is growin. The transformation of the educational paradigm, which is happening not only in our country, but around the world, is transforming the ways to use, search and work with information. The ability to learn and think critically is increasing. According to modern scholars, "changing the paradigm of education has significant consequences not only for educational institutions, but for libraries, as it significantly affects the implementation of the educational function of the library." independent work with various sources of information, determines the need to possess a librarian not only traditional professional knowledge and skills, but also forcing users to understand learning methods by the skills information. Experience in the world shows that an important step in developing libraries and providing them with the information needs of users is the compulsory creation of information and library networks. As one of the links in the network of library and information institutions, it will be able to work to provide access to information for everyone, wherever they may be. Such a network should be aimed not only at developing the information capacity of the country, but also at ensuring equality of all citizens in the possibility of access to the sources they need, satisfy their personal and public interests in information and raise the prestige of education, culture and authority of library institutions [1]. Higher education libraries - important centers of lifelong learning, learning and human development - provide free access to the modern knowledge, experience and technology of the globalized world. University libraries play an important role in education, science, and lifelong learning. They provide equal access to education to all: students, academics, third parties and others.

Also, given the patterns in the development of continuing education in the world, namely, the fact that self-education and self-study are becoming more and more popular product in the educational services market, it is promising to see the modern book collections as a kind of domain of distance learning. The development of information and communication technologies has already laid the groundwork for creating information networks that give users even small local public, rural, libraries access to global sources of information, so in a lifelong learning society - formal or informal - public libraries will become the ones with which will integrate a local learning system with global information and knowledge resources. By expanding the educational space and realizing the model of open education by strengthening the integration of different educational structures, distance education helps to overcome information inequality in society [2].

Libraries not only provide information resources, they also offer a state-of-the-art, supportive, free and inclusive environment and an intellectual resource for educational activities.

Book collections use different forms of remote service and education: seminars, presentations, lessons, discussions, evenings.

Through librarians, librarians help older people acquire the skills to use information technology, search effectively and securely for information on the Internet.

Today it is impossible to imagine a modern library without the use of the latest technologies and related new forms of library services such as «UFD / Library», «Institutional Repository», which provides free access to full-text documents from any place with Internet access. An important information resource is the library site, which is a virtual