



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
ТА СОЦІАЛЬНИХ КОМУНІКАЦІЙ



СОЦІАЛЬНО-ГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ СУЧАСНОГО СУСПІЛЬСТВА

МАТЕРІАЛИ ВСЕУКРАЇНСЬКОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ ВИКЛАДАЧІВ,
АСПІРАНТІВ, СПІВРОБІТНИКІВ ТА СТУДЕНТІВ

(Суми, 23-24 квітня 2015 року)



Таким чином маркери емпатії створюють позитивну атмосферу між співрозмовниками, за допомогою них адресат відчуває підтримку адресанта, його готовність прийти на допомогу.

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PHILOSOPHY OF EDUCATION

I. A. Bashlak

Across Europe, university life is changing at an unprecedented rate. As a result practically all European universities face these changes and problems which are common to them. What is the role of the university today? Should national universities provide learning opportunities regardless of economic and social needs of the country, as well as the problems that the state poses and solves? Or universities should be centers of applied knowledge, being engaged in business, taking the mission of meeting economic and social demands? These two questions represent two extreme positions, which are constantly being discussed at the Conference of European Rectors (CRE) / Association of European Universities, as well as at forums for the European Association of Research institute (EAIR) and the British Society for the study of problems of higher education (SHRE). Society often makes different and often conflicting requirements for universities, though in public education reform programs they are presented as priorities of state educational policy in the form of a plain language. All modern European societies are

pluralistic, in varying degrees. and the task of the university is to balance the requirements of the state, and other interested persons (natural or legal) . Once the university fails to cope with this task, a society will be imposed an official point of view on the reform or, possibly, will replace the national university by a more flexible private university. This may explain the rapid growth of private higher education in many countries of Central and Eastern Europe, particularly in Ukraine. Contrary to the fact what the public universities in these countries are trying to improve their situation by increasing the number of students enrolled on a fee basis, private institutions of higher education are often viewed by students, their parents and future employers as an institution that can offer more relevant and professional courses. Many believe that these courses are a chance to improve the effectiveness of student investment in terms of time and money. In Europe, states with varying degrees prevent universities from independent determining in relation to their role and mission . In Ukraine, for example, a presidential decree adopted in 2014 on the autonomy of universities, which confirmed the humanistic principles of freedom and pluralism, should serve as a guide in the development of higher education , access to which is to be based on competitiveness and free education to successful candidates. But these humane goals of central directives were largely destroyed by a lack of funding. .In Poland, the 1990 legislation guaranteed academic freedom and gave universities more autonomy and independence. However, as in Ukraine, funding has been drastically reduced. Thus universities can not really afford independence from the market and the pressure of external circumstances Approximately 90 institutions of higher education in Poland, most of which are specialized institutions under the control of not only the Ministry of National Education, but also other ministries: the Ministry of Culture (for music and acting education), the Ministry of Health and Social Security (for medical education). These ministries have a strong influence in shaping the curriculum and academic development of these institutions. The role of universities in Croatia is widely reported in public documents. Centralized control in the former Yugoslavia is largely preserved in new forms. For example, any new curriculum or structural changes can not be made by the university itself, but only in consultation with the relevant ministries and the National Board of Education. At the same time, the Constitution and the Law on Higher Education announced the autonomy and academic freedom! In general , in most European universities a shift towards professionalization has been spotted. According to British authors Harvey

and Knight, " the benefits of the global economy are directly dependent on a well- educated workforce . If higher education is going to play an effective role in the formation of XXI century , it must focus on the transformation of the learning process. The primary goal should be the development of students' initiatives , ability to work independently and selection of suitable methodological approaches ,which however , can be overcome if necessary. European universities are often worried that they are unable to properly identify employers' priorities . Employers want university autonomy combined with responsibility, I.e. effective combination of interests of students, academic work, research and the requirements of society. Universities need to balance between the adoption of external requirements and academic autonomy. All Western industrialized countries are or will soon become a technological society, which depend critically on the efficiency of universities and other institutions of higher education for the development and operation. Of course, universities try and sometimes succeed in defining their role, regardless of external pressures. Universities should be able to find credible answers to the ever-changing 'expectations, which are conferred on them " In this case, "the creation of the university missions and goals is a normal task of universities ... universities have the right and every opportunity to determine their mission and embody it in an acceptable manner."

THE ORIGINS OF USING “RX” FOR PRESCRIPTIONS

N. O. Simonenko – *ET of Foreign Languages Department*

Historically, prescriptions were written in Latin and are still written that way now though there are no global standard for them and every country has its own regulations. No one speaks this language now considering it to be “dead” and yet many physicians insist on writing prescriptions in Latin. The word “prescription” comes from the Latin word “praescriptum”. Prefix “prae” means “before” and root “script” has the meaning “writing or written”. Latin is a universal language so may be used as means of international communication. A prescription properly written in Latin may be interpreted by a trained pharmacist in any country regardless of the nationality of the prescriber. But for the average person, who has no medical background, the prescription abbreviations need to be explained.