

- місто в сучасному світі: міжнародний досвід;
- місто як екзистенційний феномен та соціокультурний організм цивілізації;
- історія, людина, повсякденність в культурному ландшафті міста;
- управління сучасним містом: (український та міжнародний досвід);
- сучасні міста як точки соціально-економічного та гуманітарного розвитку суспільства;
- проблеми підготовки фахівців для сучасного міста тощо.

Підготовка студентів здійснюється на основі дотримання державних стандартів освіти за сучасними навчальними програмами, що відповідають вимогам і умовам Болонського процесу, учасником якого є Україна.

Сьогодні кафедру філософії і політології по-праву можна вважати осередком гуманітарної освіти студентів університету та їх світоглядного виховання як особистостей.

Не випадково на 33-й сесії Генеральної конференції ЮНЕСКО (м. Париж, 2005 р.) було проголошено рішення стосовно щорічного відзначення Всесвітнього дня філософії у третій четвер листопада на місцевому, національному та регіональному рівнях. Це пояснювалось, зокрема, «необхідністю:

- пошуку спільної платформи обговорення у суспільстві глобальних соціокультурних перетворень;
- вивчення та опанування тисячолітньої філософської спадщини людства;
- визначення викликів, що постають перед соціумом та віднайдення адекватних відповідей на них...».

Філософія як особлива форма пізнання світу, прагне раціональними засобами створити гранично узагальнену картину світу і місця людини у ньому, досліджуючи пізнавальне, ціннісне, соціально-політичне, моральне й естетичне ставлення людини до світу.

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INTEGRATION OF EDUCATION, SCIENCE AND PRODUCTION IN URBAN ENERGY RECONSTRUCTION

Open learning – provides freedom regarding the choice of time, place, form. This is a philosophy this is the development of a person's worldview [1, p.3]. Blended learning approaches turned out to be one of the most popular technologies the present, as they allow you to take advantage of the flexibility and convenience of a distance course and the advantages of a traditional class. Mixed (hybrid) courses, as

a result of the integration of online courses (30%...70% of the educational process) with traditional classroom activities, which are carried out according to a planned, pedagogically tested technological approach. Blended learning is often called hybrid learning. This is due to the fact that blended learning focuses on a purely mechanical approach to mixing different forms of learning. A hybrid is a combination of a new, advanced, using the capabilities of IT technology with the old technology and the formation of a new approach (innovation), taking into account the known capabilities of the old technology [1, p.14]. Blended learning as a technology for change and transformation cannot come about on its own. Additional efforts are required both from teachers and students (schoolchildren). Such revolutionary models of changes provide a new impetus for the qualitative development of education they are more effective, affordable, have a personal approach and over time can surpass traditional methods in some ways [1, p.15].

At the present stage, the teacher (tutor) must have formed new habits. The first 6 teaching habits are not new, but their importance has increased significantly for a modern teacher: compulsory, basic pedagogical preparation, organization of the educational process, tolerance, storyteller and openness to questions. The following new teaching habits complement traditional and technology-related ones: innovative, technological enthusiasm, social, commitment and skill.

Characteristic features of teachers who effectively use new technologies:

- they always start with the question “why is this necessary”, i.e. do not use technology for the sake of technology, but always have a reason for its application;
- they are flexible and easy to adapt, because they know that technology is constantly changing and always provide an overall picture.
- they positively perceive changes: innovators and quickly adapt the new, realizing that only changes contribute to progress.
- they share new technologies and experience of their own developments.
- they think in the win-win category, i.e. understand that mutual benefits should be for the administration, teachers, parents and students.
- they must carefully think through everything in advance, know the answers to the question and have specific examples.
- they are actively engaged in their own business, always think about the means of attracting students (pupils) and use technology, as this motivates influence.

Mixed courses can be used to solve a number of problems:

- for universities (schools), blended courses can be part of a strategy to compensate for the lack of classrooms, as well as a way to encourage the cooperation of teachers (tutors).
- for teachers (tutors), blended courses can be a method of using new technologies and the transition to distance learning;
- for students (pupils), blended courses offer convenient online learning in combination with social and educational interaction.

Blended learning has brought its effective approach to corporate learning by combining the benefits of classroom and online learning. But, nevertheless, such efficiency requires careful planning and development. *What needs to be done?*

1. Define the goals of e-learning in advance. Before you begin creating content for blended learning, you need to define your learning goals and objectives.

2. Choose the right media, technologies and methods. Put yourself in the place of your audience to make sure that the means of delivery of educational material in each case works. Activities are best planned in an online environment, while group discussion is more effective in the classroom.

3. Encourage corporate students to collaborate with each other.

4. The interaction of corporate students is an opportunity to share experiences, learn alternative learning paths and approaches compare habits and level of knowledge. Collaboration is critical for blended learning; assists in a deeper understanding of educational material, thinking, discussion of issues and problems.

5. Monitoring the performance of corporate students. Evaluation of the effectiveness of the audience and progress throughout the entire period of training is mandatory.

6. Pay attention to consistency. Lack of coherence between forms of learning can reduce the effectiveness of blended learning strategies. If there is no consistency between the components, your corporate students will be less motivated.

The rules of blended learning in the corporation.

1. Do not use unedited content. The content of blended learning should combine online and offline structured components in a way that helps them mutually reinforce.

2. Do not try to do a direct conversion between online and offline modes. Converting content to an online format, or vice versa, simply won't work. Engage corporate students by offering them organized, mixed learning content that has clear requirements and emphasizes their learning in appropriate forms.

3. Do not think that all your corporate students are studying at the same pace. You must evaluate your audience before starting to create blended learning content. Thus, you can easily determine which tools and methods are suitable for corporate students, so that they can learn at the same pace.

4. Do not rely on just one platform. Make sure your online content is accessible from all mobile devices, laptops and tablets.

There are a large number of blended learning models: simple, complex, more and less popular, etc. Some blended learning models are destructive of the traditional class. They do not include traditional training in its full form; they offer new and more reliable benefits.

Various complexes play the role of one of the promising forms of integration in the urban planning structure. In the process of formulating plans for the social and economic development of large cities, a situation is increasingly emerging when not only concentration of efforts, but also new progressive forms of organization of construction production are needed to increase the efficiency of the resources used. We propose to create in Odessa "the Corporate scientific and technical complex town-planning power reconstruction "CSTC T-PPR" as an innovative organizational structure using in practice the accumulated scientific and technical potential for the

reconstruction of historic buildings in Odessa according to energy efficiency standards [2].

As part of the comprehensive energy reconstruction the buildings of the historical buildings of Odessa and in the context of blended learning in the Odessa, it is necessary to organize accelerated training courses “Master of Finishing Construction Work” for a constructivist pedagogical approach. The program which covers all content modules with a minimum number of academic hours [3, 4].

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ВИЯВЛЕННЯ ЗНАНЬ І УМІНЬ КРОС-КУЛЬТУРНИХ КОМУНІКАЦІЙ У СТУДЕНТІВ СПЕЦІАЛЬНОСТЕЙ «ТУРИЗМ» ТА «ГОТЕЛЬНО- РЕСТОРАННА СПРАВА»

Сучасний туризм все більше набуває глобалізованого характеру існування. Однією з ознак глобалізації є взаємодія як окремих людей, так і