

In both novels an island is portrayed as a happy and unhappy place at the same time. On the one hand, an island is a space where disheartened protagonists seek solitude, happiness and adventures. In this positive sense, the concept ISLAND, due to the use of the lexical units *Paradise* and *Eden*, is closely linked to the concept of PARADISE. To give another example, ISLAND is associated with SOLITUDE, which is rendered by the words *solitude*, *loneliness*, *alienation*. Obviously, for the protagonists SOLITUDE IS GOOD, as it «has its advantages». Solitude is created by the remoteness, protection, hiddenness, or secrecy. An ISLAND IS A REMOTE PLACE, which is shown not only through spatial (*distant*, *remoteness*, *miles*, *kilometers*, etc.), but also temporal vocabulary (hours). The use of such lexemes as *boundaries*, *limit*, *end*, *side*, *around*, *surround*, *edge*, *circle* give rise to the description of an island as a CLOSED SPACE. Being surrounded by strong *walls of mountains* and *cliffs*, an island resembles a *fortification*, which offers protection for the place. Thus, AN ISLAND is spoken about in terms of A FORTIFICATION.

Though, the idea of a dream island is not created solely by physical objects and visual images. Sense perception comes into play to create a pleasant, enjoyable solitary atmosphere. This is conveyed by the words *peace*, *still(ness)*, *calm(ness)*, *quiet(ly)*, *silent*, *silence*, giving rise to the metaphor AN ISLAND IS PEACE AND QUIET.

The space in the novels is divided into «inner» and «outer», the former representing an island, a safe place, while the latter stands for everything outside an island and for hostility: AN ISLAND IS A SEPARATE WORLD. The World brings unpleasant *memories* that the protagonists «have been doing such a great job of forgetting». The outer space represents A THREAT / HOSTILITY, as people resemble *enemies* and “give [them] creeps”. Besides, UNWELCOME GUESTS ARE DANGER. The protagonists are fully cut off the World on their own free will, they don't keep up any communication with their family or friends: «I haven't telephoned

or written to my parents». Similarly, there's no technical possibility to communicate, as «there was no telephone or cable line» and «letters stopped». Therefore, AN ISLAND can be seen as ABSENCE OF INFORMATION/COMMUNICATION WITH THE OUTER WORLD.

On the other hand, the longer the protagonists stay on an island, the more their illusion of the island as a paradise falls apart. Thus, the concept under discussion turns out to be described in terms of A TRAP and PRISON. Both main characters and the people living on the Beach eventually feel *trapped* and experience the urge to *leave*, to *escape*. At this stage the *formidable walls* of a *fortification*, a *fence*, or a *boundary wire* make a place *prison-like*, due to which we perceive AN ISLAND through the concept of A PRISON. From now on, HOME represents STABILITY AND SAFETY, a CLOSE PERSON IS NOW SEEN AS A PROTECTOR.

Speaking about the danger of staying on an island, we can't but pay attention to the frequent use of the metaphor LIFE IS DANGEROUS GAME, as a variation of the conventional metaphor LIFE IS A GAMBLING GAME singled out by Lakoff and Johnson. The constant risk of losing one's life is described in terms of RUSSIAN ROULETTE, DICE (*a die*, *a shaker*, *a saucer*, and *a pillbox with hydrocyanic acid*) when a protagonist is offered to *risk death*, *throw for life*, or *win life*. A main character may be involved into a virtual game of CHESS. A fan of video games looks at life and death through the terms of a VIDEO GAME. If you lose or fail, you are *a toast* or *dead meat* like *a charred skeleton on the screen* of a video game. Just «when you are about to die» (*Game Over*) you experience that *split second* between life and death.

In general, it must be noted that the conceptual metaphorical schemes underlying the concept ISLAND are quite common for both novels, which gives an opportunity to expect a similar outcome in further research of this problem on other fiction books.

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ОСОБЛИВОСТІ КОМУНІКАЦІЇ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ФАХІВЦІВ

У роботі розглянуто питання особливостей комунікації у професійній діяльності спеціалістів окремого фаху. Особливу увагу зосереджено на питанні підготовки фахівців, що своєю сутністю виражає рівень мобілізації адекватних можливостей і є однією з основних, фундаментальних та істотних умов виконання будь-якої складної дії. Здійснено аналіз та охарактеризовано елементи професійної підготовки, висвітлені психологічні аспекти даного поняття. Охарактеризовано можливості успішного вступу у професійну діяльність, де ключовим питанням є підготовка, що включає в себе такі складові як прояв особистості, соціальні навички, мотивацію, потреби, професійні знання, навички та звички.

Ключові слова: професійна діяльність, статус підготовки, мотивація, ментальність особистості, професійні навички, професійна комунікація.

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Успіх професійної діяльності визначається рівнем психологічної підготовки особистості. Психологічна підготовка зокрема в педагогічній діяльності вимагає комплексного аналізу всіх аспектів. Тому необхідно вивчити психологічний характер професійних занять з підготовки фахівців. На сучасному етапі проблема професійної діяльності людини є однією з основних проблем гуманізації праці в соціальних та людських відносинах. Підготовка є однією з основних, фундаментальних та істотних умов виконання будь-якої складної дії. Підготовка за своєю сутністю виражає рівень мобілізації її адекватних можливостей. Результати нашого дослідження щодо питань продуктивності випускників педагогічних факультетів на відміну від інших фахівців високого рівня підтверджують вищезгадане припущення. Методологічною основою роботи стали диференційно-діагностичне дослідження, проведене Е. А. Клімовим та “Методологія визначення мотиваційного профілю особистості” В. Є. Мільмана (анкета для випускників). Фахівці підтверджують, що однією з важливих складових є наявність навичок, необхідні для пошуку і прийняття правильного рішення, діючи згідно з відповідними нормами, для досягнення успіху в будь-якій сфері професійної діяльності. У ході психологічного спостереження стає очевидним той факт, що майбутні представники педагогічної діяльності не будуть цілком готові до професійних звершень, що характеризується відсутністю інтересу до спеціалізованих навичок, низькою ерудицією, не вмінням регулювати нормальний зв'язок з колегами, не впевненістю у своїх силах та можливостях.

Аналіз спеціалізованих джерел з даного питання свідчить, що успіх підготовчого етапу визначається розумінням професійних обов'язків та відповідальністю за їх правильне рішення, а також спробою проявити творчість, почуття довіри до власне педагогічних здібностей на рівні емоційного заохочення. Підготовка – це прояв особистості, що включає в себе ідентичність та ментальність особистості, соціальні навички, мотивацію, потреби, професійні знання, навички та звички, а також можливість успішно вступати в професійну діяльність [2, р.26].

У спеціалізованій науковій літературі професійна діяльність характеризується тимчасовим та довгостроковим статусом підготовки. Тобто довгострокове навчання у професійній діяльності визначається як певна ступінь професійної компетентності, а тимчасове навчання для фаху розуміється як так звана «расистська» ситуація. довгострокове навчання у професійній діяльності окреслює потреби та характеристики

поточної ситуації. Відносна стабільність, вплив професійної діяльності на процес активності, оптимальні умови для досягнення мети – все це є основними рисами системи професійної підготовки. Тимчасова підготовка до фахової діяльності залежить від тривалої підготовки до професії та відображає її ефективність. Професійна психологія майбутнього фаху включає в себе мотиваційний рівень обраної діяльності, розвиток важливих професійних навичок та рівень отриманих знань. Ці якості можуть бути мінімальними для досягнення студентом певного рівня професійної компетентності. Аналіз результатів проведеного серед студентів опитування дозволяє визначити систему та характер розвитку комунікативних компонентів як основних важелів формування професійної компетентності.

SALAMOVA Kamala, MIRZOEVA Sevar COMMUNICATION PECULIARITIES IN TEACHER TRAINING PREPARATION

The success of pedagogical activity is determined by the level of psychological preparation of the individual. Psychological training in pedagogical activity requires a comprehensive analysis of the preparation for the event. So there is a need to study the psychological nature of training. Because, in modern conditions, the problem of person's professional activity is one of the main problems of humanization of labor in social and human relations. Preparation is one of the basic, fundamental and essential conditions of performing any complicated action. Preparation according to its essence expresses the level of mobilization of its adequate capabilities. The results of our survey on “How can we characterize the performance of alumis from pedagogical faculties, unlike the high level of professional activity” confirm this assumption. (Differential - diagnostic survey conducted by E.A.Klimov. “methodology on determining of motivation profile of personality” by V.E.Milman (questionary for alumnis). Individuals confirm that it is important that you have the skills needed to find the right solution to succeed in any business by acting according to the relevant norms. Conducted Psychological observations seem that future teachers will not be prepared for professional activities, it is characterized by their lack of interest in specialized skills, low erudition, unable to regulate normal relationships with their colleagues, lack confidence in their own strengths and capabilities.

Teacher's pedagogical activity should be organized so that students (students) do not need to prove the sincerity and attentiveness of the teacher. The role of communication in the pedagogical activity, as well as the consideration of its technique and rules in teacher training, can contribute to the identification of a number of issues, including the

identity of students (students). According to B.Lomov opinion, first of all pedagogical activity is based on the psychological norms of social communication. Exactly saying, “pedagogical activity is a communication process, and the traditional teaching pedagogy has meant that it is necessary for the teacher to carry out vocational communication in the subject-object system in the learning process with the pupils (students-italic). Transition to the “subject-object” system is very necessary in the self-actualization of students. However, pedagogical communication has a distinctive pedagogical function and includes the goal of creating a favorable psychological climate [1, c.78].

So, the success of pedagogical activity is determined by the level of psychological preparation of the individual. Psychological training in pedagogical activity requires a comprehensive analysis of the preparation for the event. Therefore, there is a need to study the psychological nature of training, because the problem of preparing a person for professional activity in modern conditions is one of the main problems of humanization of labor in social and human relations.

Preparation is one of the basic, fundamental and essential conditions of performing any complicated action. Preparation according to its essence expresses the level of mobilization of adequate activity. There are various approaches to establishing the essence of preparatory activities in modern psychological and pedagogical sciences.

Prepared by researchers as a psychological trait of personality (D.B.Ketova), as a temporary situational situation (Grigoryevich), as a relation (B.H.Aliyev, R.V.Jabbarov), as a synthesis of personality properties (N.G. Glukhanyug), as well as mental state (LN.Kandibovich).

The literature obtained from these researches states that the preparation of the preparatory situation is determined by the understanding of the professional duties, understanding the responsibility for their correct solution, as well as the attempt to manifest the creativity, the feeling of confidence in pedagogical abilities at the level of emotional encouragement. Preparation is an expression of personality that incorporates the identity and mentality of personality, social skills, motivation, needs, occupational knowledge, skills and habits, as well as the ability to successfully enter into professional activities [2, p.26].

V.G.Zazikin thinks personality in the activation of activity, which enables independent decision-making under the preparation of profession. Preparation for professional activity is the purpose of setting certain behaviors, knowledge, skills and attitudes, irrational and intellectual qualities, feelings, motives, mutual attitudes and personality attributes. Such preparation is the result of the requirements of the professional character, the com-

prehensive development of personality in the course of ethical-psychological and vocational training [5, p. 36]. Psychologists include professional social skills, ethical, psychological and professional components to professional identity.

In contrast to the above-mentioned authors I.N.Nazimov mentions that during the psychological preparation to the race, it can be manifested in human power, as well as the optimal level of emotional excitement, difficulties, feelings, thoughts and control ability of his/her actions [1, p. 10]. Peşəyə hazırlıq əksər hallarda qarşıdakı fəaliyyətə hazırlıq kimi başa düşülür, psixoloji strukturuna və özünün modallığına görə fərqlənir.

According to V.P., “Preparation is the psychological state of the student personality, the inward desire, the purposeful actions and the active maneuver in certain behavior during his training and job duties. According to the scientist, the purpose of his (preparation) goal of the students is to “facilitate the adaptation process in modern production conditions, and the need to acquire the organizational aspects of the practical, ethical, psychological, professionally chosen profession [6, p.21].

V.I.Vinogradov, B.V.Grachikova, L.G. Grigoryeva, LV Kandibovic, AA. According to Derkin, VD Shadrikov and others, professional activity is based on the basics of psychological preparation: attentiveness to the forthcoming requirements, emotional-irrational sustainability, attempts to maximize knowledge, skills and habits, and self-evaluation. The authors consider that a high level of psychological preparation of the profession is determined by the long-term, purposeful formation of personality, in which adaptation, occupation, development of the personal qualities in position are important.

In pedagogical literature, occupational activity is characterized by temporary and long-term preparation status. That is, long-term training in professional activities is defined as a certain degree of professional competence, and temporary training for the profession is understood as a “racist” situation. Long-term and temporary training in vocational activities reflects the needs and characteristics of the current situation. The relative stability, the impact of activity on the activity process, the optimal conditions for achieving the goal are the key features of the professional training structure. The temporary preparation of the profession depends on the long-term preparation of the profession and reflects its effectiveness.

L.V. Kandibovich noted short-term training in his professional activity as “Constantly raising his functional activity at long-term training.” He pointed out that long-term training in the profession is a “constant characterization of the success of the activity.”

According to the scientist, such occupational training should include several elements, such as: (a) positive attitudes to the profession, (b) adequate performance requirements, characteristic features, abilities and motivation of knowledge, skills and habits of knowledge, and c) emotional and irrational processes [7, p. 20]. Unlike him, N.Olukhanyuk understands profession as a complex of knowledge, skills and habits and uniquely identifies it. Because skill is one of the important elements of psychological preparation. He notes that the preparatory situation allows the transition to new tasks. So, the preparation of the professional activity provides for the interaction between the individual's internal situation and the purpose of the professional activity, and enables changes in the external environment.

The Russian psychologist E.E. Smirnova's approach to the professional activity is also interesting. She noted in her researches that scientific-theoretical, practical-psychological and self-sacrificing physical characteristics are necessary for the teacher's professional activity [9, p.126].

K. K. Plotonov, who defines the types of psychological training of the person, has identified three sides of the mutual influence in the personality structure of the personality - moral, psychological and vocational training. The author relates to ethical training as part of the personality of social factors, psychological preparation, merging of mental processes into individual features, and the professional experience of personality [8, p.111].

We have to take into account the personality's interest in the profession, experience, knowledge and personal psychological qualities in the course of professional training. However, when considering the profession as a consecutive activity, these can be included to the structure:

- positive attitude-motivation-mark components to selected professional activities
- important knowledge cognitive components
- v) kommunikativ komponentləri, fəaliyyət adekvat tələbləri, peşənin xarakterik xüsusiyyətlərini, qabiliyyətlər, qavrama, təfəkkür,
- c) emotional and volitional processes, emotional sustainability - moral components

These components allow the future specialist to achieve high results in choosing a profession that can be considered as a measure of professional activity. The results of our survey on "How to characterize the performance of pedagogical faculties, unlike the high level of professional activity," confirm this assumption (E.A.Klimov "Differential diagnostic" survey (D.D.S), V.E.Milman's method on "Determination of motivation profile", Questionary for the pupils, Questionary for alumnis).

People who have been testified that it is important to have the skills needed to find the right

solution in order to succeed in any work by acting according to the relevant norms. Psychological observations suggest that future teachers are not prepared for professional activities, lack of interest in specialized skills, low erudition, unable to regulate normal relationships with their colleagues, lack confidence in their own strengths and capabilities.

The professional psychology of the profession includes the motivational level to the selected profession, the development of important professional skills and the level of obtained knowledge. These qualities can be a minimum for the student to reach a certain level. Important psychological qualities are communicative, cognitive-emotional, and self-assessment. The analysis of the results of our surveys among the students allows us to define the system of development of communicative components. For example, the first level (the lowest). The communicative and organizational abilities of those involved are lower than average.

They do not try to communicate and try to spend most of their time alone. They are late for situations that they are not familiar with, they may have difficulty in recklessness, not entrepreneurial, afraid to speak out in front of the audience.

Second level (average). Students try to communicate with others, insistently, and plan their work. But their talents do not differ. They become entrepreneurs in communication, but can not make independent decisions. They have trouble communicating with teachers.

Third level (High). High communication and organizational capabilities. Expands the scope of new acquaintances, feels comfortable with social activities and is able to make independent decisions. They are characterized by flexible behaviors in admiration.

The fourth level (highest). Communicative knowledge is at a high level. The collective and organizational needs push for their activity. It is quick to deal with difficult situations and is free in a new team. Decisions can be made independently. They try to make others agree with their decisions. They like color diversity, but focus on activities that attract them. They can communicate with teachers independently.

The respondents were neglected by the level of emotional and irrational sustainability of the teacher's pedagogical activity. However, theoretical material indicates that the overall success of the activity depends on self-assessment. Therefore, low self-assessment and emotional persistence in students can be attributed to their passive position and high sensitivity to the first level. Such students are motivated by the "to escape from the failor" motivation. This is characterized by low level of self-control, insecurity and dissatisfaction. Self-criticism dominates, but the features of disadvantages,

envy, fame, and leadership are lower. Changable self-assessment is characterized by turn-over activity in the second-level students. There is a steady balance between low emotional sustainability, impulsivity, “motivation against failure” and “motivation of success”. There is no connection between “Real me” and “Ideal me”. High-level, but non-flexible self-assessment is accompanied by moderate or low self-assessment in students who are third-graders. Although active lifestyle and motivation succeed high, cautiousness and self-assessment behaviors are manifest in their behavior. Low self-assessment hugs itself critically and does not let discovering the diplomatic abilities. Students of the fourth level are characterized by flexible self-assessment. This level of self-control and leadership is inherent. This level is based on self-control and leadership. Independence is dominated by active psychological activity and high interest, emotional persistence, sense of confidence and overcoming difficulties.

There is a balance between “Motivation for running from fail” and “Motivation to Succeed”. There is a discrepancy between “Personal I (me)” and “Ideal I (me)”. When analyzing all of this, it was revealed that one of the expression of students’ motivation to master a teacher’s profession is the desire to obtain a diploma, not to master the profession of a teacher. At the second level, interest in teacher profession is weak (special subjects are poorly studied, they are not interested in scientific research).

At the third level, the student demonstrates a special interest to the elected subject by him/her, but the student is indifferent to pedagogical activity. Only at the fourth level, the student demonstrates a constant interest in the teacher profession. Continuous interest in the job creates plans for employment. The targeted activity increases the interest of science innovations.

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SALAMOVA K., MIRZOEVA S. COMMUNICATION PECULIARITIES IN TEACHER TRAINING PREPARATION

The article deals with the features of communication in teacher training preparation. It is focused on the training process which expresses the level of mobilization of adequate opportunities. The research observes the success of pedagogical activity which is determined by the level of psychological preparation of the individual. Occupational activity is characterized by temporary and long-term preparation status.

Key words: professional activity; training status; motivation; personality mentality; professional skills; professional communication.

САЛАМОВА К., МИРЗОЕВА С. ОСОБЕННОСТИ КОММУНИКАЦИИ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ СПЕЦИАЛИСТОВ

В работе рассмотрены вопросы особенностей коммуникации в профессиональной деятельности специалистов отдельной профессии. Особое внимание сосредоточено на вопросе подготовки специалистов, что выражает уровень мобилизации адекватных возможностей и является одним из основных, фундаментальных и существенных условий выполнения любого сложного действия. Осуществлен анализ и охарактеризованы элементы профессиональной подготовки, освещены психологические аспекты данного понятия. Охарактеризованы возможности успешного вступления в профессиональную деятельность, где ключевым вопросом является подготовка, включающая в себя такие составляющие как проявление личности, социальные навыки, мотивацию, потребности, профессиональные знания, навыки и привычки.

Ключевые слова: профессиональная деятельность, статус подготовки, мотивация, ментальность личности, профессиональные навыки, профессиональная коммуникация.

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