By mathematical processing of the results of the pedagogical experiment by means of criterion $c^2$ and Fisher’s angular transformation, it is proved that the research results are statistically significant, which confirms the efficiency of the model of positional training.

The pedagogical experiment made it possible to:

1. Confirm experimentally the developed theoretical model of positional training of a future expert taking into account interrelations between: components of knowledge, abilities, motivation, thinking and emotional intelligence.
2. Define the priority motives of future experts in the development of their culture of thinking for successful professional work.
3. Confirm the didactic value and efficiency of application of the positional training model through realization of the active approach in training.
4. Obtain comparative results concerning the levels of the students’ culture of thinking development in the experimental and control groups, both at the confirmative stage, and at the stage of experiment development.

**Conclusions**

The positional model of training removes the formal moments of educational process, communication failure between teachers and students, between training material and those who study it. The main thing is that the informative activity of future experts is effectively concentrating on the development of necessary professional competences and cultures of thinking. They have to become active participants in the discussion on the studied material as they know they should express the position which they have chosen. Such a system is an actual embodiment of an active approach in training, as it strengthens personal interactions of teachers and students, removes stress arising in the traditional system of studying.

**References**


Holl, G. (1913) *Instincts and feelings at youthful age*, St.-Petersburg.

Ryback, D. (2007) Putting emotional intelligence to work, successful leadership is more than IQ, 208 pp.