A COMPETENCY APPROACH AS A STRATEGY
FOR FORMING OF INTERCULTURAL COMPETENCE OF THE
"INFORMATION TECHNOLOGY" BRANCH STUDENTS
IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

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INTRODUCTION

The modernization of the Ukrainian higher education system is based on the introduction of a competency-based paradigm into the educational process. The competency approach refers to the technologies of modeling the quality of graduate training based on the categories of competence and competency. The competency approach complements the education-centric, systemic, cultural-centric approach to the disclosure of the quality of higher education and considers them as a strategy for the formation of intercultural competence in students of the "Information Technology" branch in the educational environment of the university.

The logic of the research involves the analysis of the basic concepts: 'competency' and 'competence'. There is no clear definition of the terms 'competence and 'competency'. Researchers either dilute these concepts or regard them as synonyms, which complicates their understanding. Competency Approach is a model of education that envisages development from an 'educational goal' to an 'educational outcome' that can be identified in the certification tests.

The concept of 'competence' was introduced, in particular, by N. Chomsky[1] on the theory of language, namely, transformational grammar. At the same time, a distinction was shown between competence (knowledge of one's language by the speaker – the listener) and use (actual use of language in specific situations), ie, 'use'– is a manifestation of latent, potential competence. Competence-based education began to emerge in the 1970s in America.

The Law of Ukraine "On Higher Education" (2014) and the normative documents of the Ministry of Education and Science of Ukraine regarding

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[1] Хомский Н. Аспекты теории синтаксиса. Москва, 1972 URL: http://www.gumer.info/bibliotek_Buks/Linguist/homsk/ (дата звернення: 08.05.2019).

the development of educational programs stipulate the definition of the term "competency"[2], but the definition of the term "competence"[3] is absent.

In the curricula developed today, the requirements for learning outcomes are formulated both in terms of competences (general, general), and in terms of competencies (general and professional).

With regard to the Higher Education Area Standards (HEAS), according to the Methodological Guidelines for Developing their Components (Competent Approach), competence "includes knowledge and understanding (theoretical knowledge of the academic field, ability to know and understand), knowledge of how to act (practical and operational) application of knowledge to specific situations), knowledge of how to be (values as an integral part of the way we perceive and live with others in a social context), and a subject area in which the individual is well aware and willing to perform activities"[4].

1. Characteristics of the terms "competence" and "competency": domestic and foreign experience

In the psychological and pedagogical theory and practice, the concept of 'competence' is interpreted in different ways: as a synonym for professionalism, the main of its components, and as something that is added to knowledge, skills and abilities; as internal, possible, hidden psychological neoplasms: knowledge, ideas, algorithms of action, a system of values and relationships, which are then manifested in the competencies of man.

Competence is the ability to apply knowledge, skills and personal qualities to be successful in a particular industry. In other words, along with the knowledge, skills and competences, students should develop their personal qualities as opportunities for use. In determining the obligations of the university, which include ensuring the development of assessment procedures, an assessment of "the level of knowledge and skills of students, competences of graduates and ensuring the competence of teaching staff is recorded[5].

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[2] Міністерство освіти і науки України. (2016, Черв. 1). Наказ № 600, Про затвердження та введення в дію Методичних рекомендацій щодо розроблення стандартів вищої освіти. URL: ttps://osvita.ua/legislation/Vishya_osvita/51506/ (дата звернення: 03.06.2018).

[3]Сисоєва С. О. «Новий Закон України «Про вищу освіту»: дискусійні аспекти наукового тезаурусу». Освітологічний дискурс. 2015. № 3(11). С. 261–269.

[4] Галузеві стандарти вищої освіти.URL: http://edudept.bsmu.edu.ua/laws/galuzevi–standarti (дата звернення: 22.03.2018).

[5] Марущак О.М. Поняття компетентності у педагогічній діяльності. Креативна педагогіка: 2016. Вип. 11. С. 97–108.

The semantic content of personality components of the category 'competence' is found in R. White's 'Motivation reconsidered: the concept of competence' (1959).

The importance of cultural context (distinctive national traits such as race, gender, age and class, ie social background), organizational culture, which also influence the understanding of competence, is indicated by foreign scholars. This is why a number of attempts have been made (notably Boon and van der Klink, 2002 in the United States; Eraut, 1994 in the United Kingdom) to define competence in terms of socio-cultural practice[6].

Moreover, F. Delamare Le Deist and J. Winterton point to the existence of different approaches to presenting the essence of competence as rationalistic (creating an abstract, narrow and simplistic description of competencies that cannot reflect all the complexity and diversity of competencies – in work, constructivist and belt) (presenting the phenomenology of competencies as a result of the context in which it is used), behavioral (American tradition; demonstrating the importance of individual characteristics and the use of behavioral competencies Entities to evaluate 'best work'), functional (British tradition; testifies to the value of professional standards of functional competencies and their applicability to the workplace), multidimensional and holistic approach (France, Germany, Austria; shows the potential of multidimensional and more analytical concepts).

As E. Zeer[7] points out, competence is the integration of knowledge, skills, experience with the socio-professional situation, specific real activities, some internal, potential, hidden psychological neoplasms (knowledge, ideas, programs (algorithms) of actions, systems of values and relationships that then manifest themselves in the competence of the person), educational – an integral characteristic of the quality of the student's preparation, related to his ability to reasonably apply the complex of knowledge, skills and methods of activity in a certain interdisciplinary range of issues, some alienated, a pre-set requirement for educational (including professional) training (N. Kuzmin), the sphere of application of knowledge, skills and abilities of qualities that in a complex help a person to act in different situations[8], including new ones, etc.

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[6] Francoise Delamare Le Deist & Jonathan Winterton. Что такое компетенции? Human Resource Development International. 2009, № 1. С. 27–46.

[7] Зеер Э.Ф. Модернизация профессионального образования : компетентностный подход : учеб. пособ. М., 2005. 216 с.

[8] Булах І.Є. Сучасні підходи до встановлення критерію «склав / не склав» у системі американських медичних ліцензійних іспитів. *Педагогіка і психологія.* 1997. № 3. С. 230–236.

Important is R. Meger's conclusion (take as a basis) that competencies are an integral part of training and, at the same time, the criteria for success in day-to-day professional activity. Their discovery, development – components of training and at the same time the basis of personal development[9].

W. Hutmacher[10] notes that the concept of competence is an integral part of such concepts as ability, competence, ability, and skill. Therefore, competence acts as a component of a person's quality, as some characteristics of the individual that determine his ability (ability, fitness, suitability) to perform certain actions or a set of tasks of a particular activity.

According to O. Subetto competences can be classified into two groups, namely[11]: classification competencies (ability to classify, typologize, zoning, etc.); competences of recognition activity; competences of mental activity; gnostic competences, competences of diagnostic activity; language, speech, sensory, motor competences.

Obtained by the graduate in the process of learning complex of competencies, according to the scientist, can only be conditionally considered competency (the initial level of competency).

In general, the most commonly used in education is the concept of "competence" – skill, knowledge and understanding (theoretical knowledge of the academic field, the ability to know and understand), knowledge of how to act (practical and operational application of knowledge to specific situations), knowledge of how to be (values as necessary part of the way people perceive and live with others in a social context).

UNESCO documents and materials identify a number of competencies that should be considered by all as the expected outcome of education. In the report of the International Commission on Education for the 21st Century, "Education: The Hidden Treasure", J. Delors[12] identified the main global competencies. According to the data provided by the Council of Europe, it has been determined that it is imperative for education reforms to identify key competencies that students need to master, both for successful work and for further higher education.

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[9] Die Universität Koblenz–Landau.URL: http://www.uni-koblenz-landau.de/landau/fb5/Studieninfos_LA.

[10] Hutmacher Walo. Key competencies for Europe//Report of the Symposium. Berne, Switzezland 27–30 March, 1996. Council for Cultural Cooperation (CDCC) a //Secondary Education for Europe Strasburg, 1997.

[11] Субетто А.И. Онтология и эпистемология компетентностного подхода, классификация и квалимитрия компетенций. Москва, 2006. 726 с.

[12] Делор Ж. Образование: сокрытое сокровище. Основные положения Доклада Международной комиссии по образованию для XXI века. Издательство UNESCO, 1996. 31 с.

According to the above, 'the application of competence in action'. Five key competences have been allocated to the Council of Europe:

– Political and social competences (ability to take responsibility, participate in group decisions, resolve conflicts);

– Competences related to life in a multicultural society (intercultural competences – accepting differences, respect for others and ability to live with people of other cultures, languages and religions);

– Competencies related to speaking and writing (more than one language);

– Competences related to the growth of information society (information and computer literacy);

– The ability to learn throughout life.

It should be noted that the concept of "competency" is wider than the category of 'knowledge' and includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral. Some researchers distinguish between 'competence' and 'competency', and some use them as synonyms.

Competence (from Latin. competens (competentis) – due, appropriate), according to the materials of the dictionary of foreign words, means awareness, awareness, authority[13].

Many scientists, led by I. Zimniaya[14], have conditionally identified three stages of development of the competence approach in education:

The first stage (1960–1970) is characterized by the introduction into the scientific apparatus of the concept of 'competence', the creation of prerequisites for the separation of concepts of competence and competence. Now begins the study of different types of linguistic competence, introducing the concept of 'communicative competency'.

In the second stage (1970–1990) the categories of competence, competence are used in the theory and practice of language learning (in particular, foreign), professionalism in management, communication. Researchers view competencies as the end result of the learning process.

The third stage of the study of competence as a scientific category in the field of education, since 1990, is characterized by the appearance of A. Markova's works[15]. In the structure of professional competence of teacher A. Markova distinguishes the following blocks: professional (objectively necessary) psychological and pedagogical knowledge; professional

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[13] Сафонцева Н.Ю., Трофимов М.В. Интегральная компетентность в области физической культуры. Ростов-на-Дону, 2011. 118 с.

[14] Зимняя И.А. Ключевые компетенции: новая парадигма результата образования. *Высшее образование сегодня.* 2003. № 5. С. 34–42.

[15] Маркова А.К. Формирование мотивации учения: книга для учителя. Москва, 1990. 192 с.

(objectively needed) pedagogical skills; professional psychological positions, teacher's settings; personal characteristics that provide the teacher with mastery of professional knowledge and skills. Later, she distinguished special, social, personal and individual professional competences.

In the works of H. Selevko we find: "competency means the integral quality of a person, manifested in the general ability and readiness for activity, which is based on knowledge and experience gained in the process of learning and socialization and oriented to independent and successful participation in the activity"[16]. The notion of competency, says the scientist, is much broader than the concept of knowledge, or ability, or skill, it contains not only cognitive (knowledge) and operational-technological (skills) components, but also motivational, ethical (value orientations), social and behavioral. Therefore, mastery of competence requires mental organization, considerable intellectual development: abstract thinking, self-reflection, determination of one's position of self-esteem, critical thinking, etc. This term can also be understood as the possession of a person's relevant competence, which includes personal attitude to the object of activity, and personality, in turn, will be considered as a set of competences that act as a measure of the person's ability to engage in activity.

Other scholars, including O. Dubaseniuk, N. Sidorchuk, also understand competency as a complex integral characteristic of a personality, detailing it through "the ability to solve problems and typical tasks that arise in real life situations, in different fields of activity based on the use of knowledge, training and life experience in accordance with the learned value system"[17].

It is suggested that they consider the competence of A. Antonov and

L. Maslak: "a harmonious, integrated, systematic combination of knowledge, skills, norms, emotional-value attitudes and reflections that make up the minimal readiness of the individual to solve practical problems"[18].

Completely interprets the concept of M. Holovan, giving the following definition: 'competency – is the possession of competence, which is manifested in effective activities and includes personal relation to the object and product of the activity; competency is an integrative formation of personality that integrates knowledge, skills, experience, and personal

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[16] 33.Селевко Г. Компетентности и их классификация. *Народное образование*. 2004. № 4. С. 138–143.

[17] 34.Сидорчук Н.Г. Система професійно–педагогічної підготовки студентів університетів як засіб формування акмекомпетентності у контексті єдиного європейського освітнього простору : монографія / за ред. О.А. Дубасенюк. Житомир, 2016. 298 с.

[18] Антонова О.Є., Маслак Л.П. Професійна педагогічна освіта: компетентнісний підхід: монографія / за ред. О.А. Дубасенюк. Житомир, 2011. 109 с.

qualities that determine the desire, ability and willingness to solve problems and tasks that arise in real life situations, while realizing the importance of the subject and the result activities[19].

V. Kalney also defines the concept of competence through the ability (ability) to act on the basis of the knowledge gained[20]. The same category is fundamental to understanding S. Bondar's competency: 'competence is the ability of the individual to act'[21].

In the context of professional training, I. Ziaziun interprets competence as 'the ability to solve professional tasks of a particular class, which requires the availability of real knowledge, skills, experience'[22].

Taking into account not only the preparation but also the characterization of the level of professionalism of specialists, S. Vitvitska defines "competency as the specific ability of a person to productive activity in a specific subject area, which includes narrowly specialized knowledge, skills and experience, their experience in real life, responsible attitude to the performance of production functions"[23].

K. Klimova refers to competence as "the result of the acquisition of competencies, personal characteristics of the specialist', defining the components of the concept through knowledge, skills, skills, acquired professional experience, reflections on the results of their professional activity"[24].

Another aspect of competence is revealed by N. Bibik, believing that "competency represents educational outcomes that are achieved not only by means of educational content but also by social interaction; both in an interpersonal and institutional cultural context"[25].

O. Pometun, the scientist, supports this view by explaining the concept of competency through "specially structured (organized) sets of knowledge,

[19] Головань, М.С. Компетенція і компетентність: досвід теорії, теорія досвіду. *Вища освіта України*. 2008. № 3. С. 23–30.

[20] Бондар С.П. Компетентнісна спрямованість змісту і структури навчального предмета в умовах фундаменталізації освіти. *Науковий часопис НПУ імені М.П. Драгоманова. Серія 17. Теорія і практика навчання та виховання.* Вип. 20 : зб. наук. праць. Київ, 2012. С. 10–23.

[21] Зязюн І. Педагогічна майстерність. Київ, 2004. 422 с.

[22] Зязюн І., Закович М., Семашко В. Культурологія: українська та зарубіжна культура. Київ, 2007. 567 с.

[23] Вітвицька С.С. Компетентнісний та професіографічний підходи до побудови професіограми магістра освіти. *Вісник Житомирського державного університету. Педагогічні науки*. 2011. Випуск 57. С. 52–58.

[24] Климова К.Я. Теорія і практика формування мовнокомунікативної професійної компетенції студентів нефілологічних спеціальностей педагогічних університетів : монографія. Житомир, 2010. 560 с.

[25] Бібік Н.М. Компетентнісний підхід: рефлексивний аналіз застосування / Під заг. ред. О.В. Овчарук. Київ, 2004. 50 с.

skills, attitudes and attitudes they acquire in the course of learning' or 'productive and effective characteristics of education"[26]. These elements allow the individual to solve problems specific to a particular field of activity, to separate it from a given situation and to find the optimal solution. Competency, according to the researcher, can be equally differentiated, and its lower threshold (level) is the minimum necessary and sufficient for successful activity and achievement of result.

The concept of personality traits is also fundamental to understanding F. Sharipov' competency;'it is a set of personality traits (characteristics) that allow it to perform qualitatively certain activities aimed at solving problems (problems) in any industry'[27]. The competence of a particular specialist shows what he or she has achieved, characterizes the degree of mastery of the competence and is determined by the ability to solve the tasks offered by a particular social role.

I. Zimniaya[28] defines "a competency-based approach as a systemic one in which competence as a category is intended to ensure systematic integration of education, which aims at increasing the systemic and professional quality of a graduate of a higher education institution". According to her, there are three main groups of competences: competences that refer to oneself as an individual, as a subject of life; competencies related to human interaction with others; competences related to human activity, which are manifested in all its types and forms.

According to I. Tukhman, "a competent approach is an approach that focused on the result of education, where the result is considered not the amount of information learned, but the ability of a person to act in different professional situations"[29].

According to O. Lebedev, "a competent approach is a set of general principles for defining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results"[30].

Researchers V. Bolotov and V. Serikov point out that "the competent approach in pedagogical science puts not the student's awareness, but the ability to solve problems that arise in the following situations: in the

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[26] Пометун О.І. Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи / за ред. О.В. Овчарук, 2004. 137 с.

[27] Шарипов Ф. В. Профессиональная компетентность преподавателя вуза. *Высшее образование сегодня*. 2010. № 1. С. 72–77.

[28] Маркова А.К. Формирование мотивации учения: книга для учителя. Москва, 1990.192 с.

[29] Тухман И. Компетентность студента. *Дошкольное воспитание*. 2007. No 1. С. 115–118.

[30] Лебедев О.Е. Компетентностный подход в образовании. *Школьные технологии*. 2004. № 5. С. 3–12.

knowledge and explanation of the phenomena of reality; development of modern technology; in human relations, in ethical norms, in the evaluation of one's own actions; in practical life when performing the social roles of citizen, family member, buyer, customer, viewer, citizen, voter; in legal norms and administrative structures, in consumer and aesthetic assessments; when choosing a profession and assessing their willingness to study in a vocational school, when it is necessary to navigate the labor market; if necessary, to solve their own problems: life self-determination, choice of style and way of life, ways of solving conflicts"[31].

Reforming education on a competency basis will, in the belief of A. Verbitsky and O. Larionova, be a real transition to a new educational paradigm, and this will cause many urgent changes in all parts of the pedagogical system, among which will change: values, goals, learning outcomes and upbringing. From providing students with knowledge, skills and skills, there will be a transition to the formation of basic social and subject competences, competences of the modern person[32].

In V. Bidenko's concept, "the competency approach is seen as an instrument of enhancing the social dialogue of higher education with the world of work, a means of deepening their cooperation and renewing themselves in the new conditions of mutual trust"[33].

From the point of view of L. Cherepanova, the "competency-based approach to learning is result-oriented, important for the practical, educational, professional activity of a person in her daily life – the experience of different activities and the ability to use it in different life situations"[34].

According to T. Klimenko, "a competency approach in education is aimed at the development of the personality of the specialist and expresses the unity of his theoretical knowledge and practical readiness for the implementation of the educational process"[35].

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[31] Болотов В.А., Сериков В.В. Компетентностная модель: от идеи к образовательной программе. *Педагогика.* 2003. С.10.

[32] Вербицкий А.А. Личностный и компетентностный подходы в образовании: проблемы интеграции / А.А. Вербицкий, О.Г. Ларионова.Москва, Логос, 2009. 336 с.

[33] Байденко В.И. Выявление состава компетенций выпускников вузов как необходимый этап проектирования ГОС ВПО нового поколения : метод. пособие. Москва, 2006. С. 10.

[34] Черепанова Л. Формирование лингвистической компетенции школьников в основной общеобразовательной школе : теоретические основы : дисс. ... д-ра пед. наук. Москва, 2005. С. 51.

[35] Клименко Т.М. Компетентності викладачів і слухачів за рівнями європейської рамки кваліфікацій. *Проблеми безперервної медичної освіти та науки.* 2018. № 3. С. 36–42.

Taking into account the scientific positions identified, we can summarize that a competent approach is an approach to designing the quality of training of a graduate of a higher education institution, which is currently based on the leading concepts of "competence" and "competency". With its emergence, this approach is more owed to innovative processes in education: internationalization of the labor market and education; implementation of a multi-level higher education system and "lifelong learning".

It is worth highliting on some definitions of the concept of "competency", which have different accentuation. In particular, the concept of competence is interpreted by UNESCO as a combination of knowledge, skills, values and attitudes that are used in everyday life[36].

The International Board of Standards for Training, Performance and Instruction (IBSTPI) has interpreted this concept as the ability to perform an activity, perform a task or job qualitatively. specifying the purpose of activities, functions to achieve certain standards in the profession or type of activity[37], combining the components of education as theoretical knowledge and practical skills, formation of the content of education, orientation on the result of training[38], structured (organized) in a special way by the sets of knowledge, skills, skills, attitudes that have been acquired in the learning process and allow you to identify, identify, solve problems of professional activity regardless of context, situation[39].

The competence of the International Commission on Education, UNESCO, is considered as a kind of "cocktail of skills that is inherent in every individual who combines qualifications in the strict sense, social behavior, ability to work in a group, initiative and love for risk"[40].

It should be noted that I. Bekh considers it inappropriate to equate educational competencies (knowledge and skills) with relevant competencies. The latter need to be transformed into life competencies. Understanding the essence of the concept of 'competency' as the experience of the subject in a certain sphere of life, the scientist insists that it is a semantic emphasis on experience should be taken on a conceptual 'weapon',

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[36] Spector J. ERIC Clearinghouse on Information and Technology Syracuse NY. Competencies for Online Teaching. ERIC Digest. Competence, Competencies and Certification / J. Spector, Michacl-de la Teja, Ileana. N.Y., 1996. 123 p.

[37] Ting-Toomey S. Communicating across Cultures. New York : The Guilford Press, 1999.

[38] Северина Н.Ю. Аналіз дефініцій «формування», «професійна компетентність», «математичне моделювання». *Проблеми та перспективи формування національної гуманітарно-технічної еліти : зб. наук. пр.* Харків, 2009. Вип. 23–24 (27–28). С. 278–287.

[39] Сорокин П.А. Социальная и культурная динамика Москва, 2006. 1176 с.

[40] Доклад международной комиссии по образованию, представленный ЮНЕСКО «Образование: сокрытое сокровище». Москва: ЮНЕСКО, 1997.

rather than awareness, awareness of the subject in a particular field (as it prevails)[41].

N. Kuzmina defined competency as a "personality trait"[42], S. Honcharenko reveals it as a result of acquiring competencies, which presupposes personal characteristic, attitude to the subject of activity[43], and I. Hnatyshyn – as an important result of professional training of modern specialists, which is a special quality of the specialist and is determined by his involvement in professional activities[44].

At the same time, R. Millrud interprets competency as a complex personal resource that enables effective interaction with the outside world in one area or another, and is dependent on the interaction of different human competencies[45], and Y. Tatur[46] relative to a specialist with higher education – as a manifestation of them in practice. desire and ability (willingness) to realize their potential for successful creative (productive) activity in the professional and social sphere, recognizing the social importance and personal responsibility for the results of this activity, ness of its continuous improvement.

In view of the above, as well as defining the competence of R. Millrud and Y. Tatur, we must state that the development of competences is carried out in professional activity under the influence of the society in which the lives of specialists in different industries.

S. Sysoyeva considers the pedagogical competency of a specialist as his integrated professional-personal characteristic, which provides "effective professional activity and reflects the level of formation of professionally significant qualities of a specialist, formed as a result of his professional training"[47].

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[41] Бех І.Д. Особистісно-зорієнтоване виховання : навч.-метод. посібник. Київ, 1998. 415 с.

[42] Кузьмина Н.В. Профессионализм личности преподавателя и мастера производственного обучения. Москва, 1990. 119 с.

[43] Професійна освіта: словник : навчальний посібник / заг ред. Н.Г. Ничкало. Київ, 2000. 149 с.

[44] Гнатишин І.Л. Професійна компетентність сучасного фахівця: ключові фактори становлення професійної майстерності. URL: http://academy.ks.ua/konfer/ articles/1/5.pdf (дата звернення: 15.01.2018).

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Let us turn to more specific questions in our study. Organization of the process of preparation of students of the "Information Technology" branch is carried out on the basis of a competent approach with the use of methods: discussions, group work, projects, brainstorming, etc.

Competency for future professional activity and intercultural competency, in particular, is formed in the institution of higher education in the study of disciplines, training, writing and development of course and diploma papers and projects. In the course of study, competences are mastered, among which scholars distinguish between general and professional competences, without adhering to common positions on terminology[48].

General (key) competences are universal, determine the professional success of the individual in modern society, are acquired throughout the study in higher education in the study of different disciplines and are the basis for the formation and development of professional competencies.

Professional (basic, special, subject, profile) competences related to a specific area of knowledge are acquired in the course of study of professional disciplines. When researching professional competences, researchers often allocate separate general professional and professional profile competences. Based on this approach, we will consider the intercultural competence of students in the field of Information Technology as a result of mastering a set of professional competences.

2. The process of formation of intercultural competency in students of the "Information Technologies" branch in the educational environment of the university

Formation of Intercultural Competency in Students of the 'Information Technology' branch in the Educational Environment of the University is a process that involves the joint activity of the teacher and students in the study of disciplines of professional (professional) direction through the use of content, methods, tools and forms of learning that contribute to mastering pedagogical complex. The development of teaching methods aimed at improving the quality of vocational training requires the identification of methodological approaches that will contribute to this. The basis for mastering the intercultural competence of student youth is realized by teaching the disciplines of the psychological-pedagogical cycle, specialized courses and trainings aimed at the formation of skills, skills and intercultural competences and conducting the practices envisaged in the curriculum of future specialists in the field of technology.

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[48] Бех І.Д. Психологічні резерви виховання особистості. *Рід. шк.* 2005. № 2. С. 11–13.

Organization of educational process on the basis of modern educational information technologies simultaneously with the study of the cycle of general (specific for the "Information Technology" branch) and elective disciplines, such as: "Introduction to the specialty", "Philosophy", "University Studies", "Ukrainian and Foreign Culture", "Scientific Image of the World", "Professional and Corporate Ethics", "Procurement, Contracts and Logistics in Projects", "Databases", "Cross-platform Programming", "Multicultural Pedagogy", "Religious Studies", "Cultural Studies", "Pedagogical Deontology", "Ethnopsychology", "Ethnopedagogy", "Ethics", "Pedagogical Skill", "Ethnosociology ", etc., aimed at forming knowledge, skills and intercultural competences and skills their application in the educational process significantly improves the process of forming the intercultural competence of future IT professionals.

Adequate use of modern educational information technology contributes to the development of intercultural competence of a specialist of the 21st century, who should be able to carry out professional activities not only during the classroom, but also distributed in space and time in an interactive educational information environment using cloud and mobile technologies. It is educational information technologies that is the basis that intensifies the educational process and generates the expressed interest and positive motivational-value attitude towards pedagogical activity in future IT specialists, acting both as a subject of study, as a means of training and formation of their professional and intercultural, in general.

The current state of development of educational information technology in Ukraine is characterized by the fact that the vast majority of institutions of higher education have their own educational and information computer networks, connected to the Internet, which are developed with the support of high-tech platforms and services of information and communication networks, cloud computation, LMS-system. On this basis, the formation of educational information environments and the introduction of e-learning, distributed and virtual learning in the educational process.

K. Hodlevska points out that the use of modern educational information technologies in the process of professional training of future teachers contributes to the increase of interest and motivation to study and to future professional activity due to the possibility of using different ways of interactive presentation of information[49].

The advantages of using information technologies in the professional training of students S. Vitwitskaya include: variability of their use, better perception of educational material, individualization of learning, more

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[49] Бех І.Д. Виховання особистості: у 2 кн. *Кн. 2: Особистісно орієнтований підхід: науково-практичні засади*. Київ, 2003. 344 с.

optimal use of teaching time, creation of a comfortable learning environment, intensification of learning activities, intensification of learning and enhancement of self-motivation, formation of self-esteem students and creating the conditions for independent work[50].

The active inclusion of "Information Technology" students in the university's educational process is facilitated by the availability of access to educational information and information with learning outcomes distributed in space and time and online when used in higher education institutions of educational information environments. Educational information environment as a single information and educational space, based on the use of local computer networks and the Internet, allows to form a set of organizational and methodological means of indirect control of the process of mastering intercultural competence by developing professionally significant qualities of students' personality in the process of meeting their educational needs.

An important component of the professional training of students in the field of "Information Technology" is the study of these disciplines using electronic distance courses, which ensure the formation of intercultural competence and its diagnostics in the context of an educational environment created on the basis of learning management systems. A successful course-based learning tool is the LMS Moodle-based distance learning course. Moodle tools allow you to implement a distributed process of study of the discipline and to attach to the course theoretical material, practical and laboratory work, tasks for independent work, self-control, control and preparation for the final assessment.

The integration of the Moodle course with cloud technologies makes learning more mobile and creates an effective environment for a holistic process of mastering cross-cultural competence, using active learning methods based on innovative educational technologies. Studying disciplines aimed at developing intercultural competence in the context of the Moodle information environment greatly enhances the ability to monitor the quality of students' vocational training within the competence paradigm. The described methodological approaches to the formation of intercultural competence in students of the "Information Technology" branch using the opportunities of modern educational information technologies provide an opportunity for enhancing theoretical and practical readiness for intercultural competence and further professional activity of students of the "Information Technology" branch.

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[50] Вітвицька С.С. Компетентнісний та професіографічний підходи до побудови професіограми магістра освіти *Вісник Житомирського державного університету. Педагогічні науки.* Випуск 57, 2011. С. 54.

An equally important form of organization of the educational process of students of the "Information Technology" branch in the educational environment of the university, which also contributes to the formation of intercultural competence in them, is independent work of students, which is planned as an extracurricular form of organization of the educational process and aimed at mastering intercultural competence through mastering, systematic and structuring of theoretical material, as well as the formation and consolidation of practical skills and development of methodological support of educational th process in higher education. Independent work involves the completion of an individual assignment by each student in accordance with the variant they received.

CONCLUSIONS

Thus, according to the presented distinction, the concept of "competence" refers to the potential quality of the individual, and 'competency' refers to the "forming personal quality." Therefore, competence is a set of competencies actualized in certain types of activity, the basis of professionalism, the basis on which the skill of a professional emerges.

Therefore, competency is the quality of the personality of a professional professional. The competence, which is considered as a result of motivated development of knowledge, allows the future specialist to know 'how' to start future professional activity in a simulated production situation. Therefore, competence as a quality personality of the future specialist (student) acts as a key concept.

It should be noted, in the most general form, the process of forming intercultural competency is the interaction of individuals who are speakers of different cultures, each with its own language, types of behavior, values, customs and traditions. In this interaction, the behavior of the individual is conditioned by his or her belonging to a particular socio-cultural and linguistic community. In the process of communication, each participant acts simultaneously as an individual and as a member of a socio-cultural group, as a representative of a particular cultural community, and as a representative of all humanity. Hence, in his mind, both individual and socio-group, national and universal knowledge are simultaneously contained. Taken together, this knowledge constitutes the content of an individual's intercultural competency. They are diverse in nature and include, in addition to linguistic knowledge, general and specific knowledge of the communication situation, knowledge of social and cultural norms, knowledge of communication partners and the like. Consciously or unknowingly, communication partners realize this knowledge when interacting with each other. At the same time, intercultural communication,

like any other type of social communication, always has its goals, the realization of which determines its effectiveness (or inefficiency). Intercultural competence plays a major role in this issue.

SUMMARY

The concepts of "competency" and "competence", which have different accentuation in the educational environment among students of the "Information Technology" branch, are distinguished. The concept of "competency approach" in pedagogical science is defined and discussed, and the emphasis is on the assimilation of information using modern educational technologies, as a strategy for the formation of intercultural competence in students of the "Information Technology" branch in the educational environment of the university. Competencies and competences in the preparation of university students are classified. Methodical approaches to the formation of intercultural competence of future IT specialists and the possibility of access to educational information in the university environment in the process of mastering intercultural competence based on modern information technologies are described. The issue of involvement of students of the "Information Technology" branch in the educational process of the university and the availability of access to educational information and information with the results of educational activities distributed in space and time and online when using higher education institutions in the activity of higher education institutions are investigated. It is determined that the educational information environment as a single information and educational space, based on the use of local computer networks and the Internet, which allows to form a set of organizational and methodological means of indirect management of the process of mastering intercultural competence through the development of professionally significant qualities of students' personality in the process of satisfaction their educational information needs. It is emphasized that the formation of intercultural competence in students of the "Information Technology" branch in the educational environment of the university is a process that involves the joint activity of the teacher and students in the study of disciplines of professional (professional) direction through the use of content, methods, tools and forms of learning that contribute to mastering a complex of professional competences and competences.

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