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PERSONALITY-CENTERED APPROACH TO THE DEVELOPMENT OF INFORMATION AND ANALYTICAL COMPETENCY OF FUTURE SECURITY SECTOR SPECIALISTS

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There have been disputes over the problem of development of information and analytical competency of future specialists in the works of the educators, sociologists, psychologists, philosophers. Information and analytical competency is one of the main components of professional competency particularly that of future security sector specialist. The conceptual basis of the study is a personality-centered approach, which has allowed substantiating the theoretical and methodological prerequisites to

form information and analytical competency of future security sector specialists. The purpose is to provide the reader with a guide to see the possibilities of the above-mentioned approach in the relation to the process of developing information and analytical competency of future security sector specialists in the course of a foreign language training.

Ukraine's accession to the Bologna process requires reforming and updating the content of education, bringing it into line with modern needs of society. The planned tasks of the state policy in the field of education necessitated the introduction of innovative pedagogical technologies in the educational process of professional training of future specialists. New personality-oriented pedagogical technologies, based on the principles of humanistic pedagogy cause the need for independent work as one of the main forms of organization of the educational process.

Scholars abroad and in Ukraine take a considerable interest in the problems of organization and optimization of the educational process. The direction of higher professional education on the development of professional competencies of future security sector specialists makes it possible to form them as personnel who have thorough professional knowledge, have developed critical thinking skills and have formed skills to work in a team. They are also able to strive for self-improvement, act confidently in non-standard life and professional situations, work with different sources of information etc. The rationale of the study is due to increasing requirements for professional training, modern trends in education in the direction of independent cognitive activity of the educational process, the need for implementation of modern pedagogical technologies in the educational process in higher military educational institutions, the need for creating pedagogical conditions in professional preparing cadets for future activity.

Since the middle of the twentieth century, scientists from different countries have been actively studying competency as a scientific phenomenon, its role in the life of an individual, the impact on professional success of a person, as well as finding ways to effectively form and develop competency as one of the leading professional qualities of future specialists. It should be noted that in modern pedagogical science the issue of competency is represented by a significant array of scientific papers, but to date there are still many of its discussion elements. However, it is easy to see the unanimity in the opinion of researchers that key competencies due to education become the basis for the formation of a learner's readiness to organize effectively internal and external resources to achieve this goal. Thus, content analysis of the competency concept allowed the authors to consider it as an integrative characteristic of an individual to develop skills and ability to analyze information, evaluate events, synthesize ideas,

ensuring the process of effective professional activity of future security sector specialists. The components of the professional competency of future security sector specialist include – research, organizational, socio-political, presentation, communication, information-analytical, foreign language professional competence [1].

An integral part of the professional competency of future security sector specialists should be their skills to communicate in an international environment, conduct effective discussions using a foreign language and prepare analytical documents based on foreign language sources; the ability to scientifically interpret data in the field of state protection and use their results in specific situations of professional activity. In today's globalized world, with the rapidly updating and increasing amount of information, the role of information-analytical activity is growing. The activity of any governmental structures requires a foreseen development, protection from today's challenges. Experts consider information-analytical performance as a process in the field of management, which includes the search, collection, processing and presenting information in a form suitable for its use; as a systematic acquisition, analysis and accumulation of information with elements of forecasting on issues related to the activities of the institution. The analysis of a range of scientific studies show that authors from near-abroad and foreign countries consider certain aspects of the problem of development information and analytical competency of economists, managers and other specialists [2; 3, c. 53-57]. Ukrainian scientists study the formation and development of information and analytical competency in the context of training specialists in the system of vocational education [4; 5]. The level of formation of information and analytical competency should be determined by effective information-analytical performance of the specialist. A modern specialist in the field of security sector must be competent in the use of information for professional, personal and socially significant purposes. Through personality-oriented approach, the cadet becomes a subject of educational activity and the process of learning acquires personal meaning. Training a competent security sector specialists, based on the personality-oriented approach in the process of the foreign language training, involves the development of their personal qualities that allow the cadets to integrate successfully into the professional environment, while showing the ability to self-development, creativity and self-improvement.

The introduction of the personality-oriented pedagogical technologies in the course of the foreign language training will help create conditions for self-study and self-development of future specialists of the security sector, awareness of their capabilities and life values. Recently, the problem of taking into account the peculiarities of the future professional activity of a security sector specialist in the process of teaching foreign languages has

become relevant. The importance of learning foreign languages in the system of military vocational education is determined by the influence they can have on the process of personal enhancement. Learning a foreign language is a means of useful information transfer to cadets. After all, work at the professional level requires cadets to constantly improve their skills, replenish professional knowledge, and expand their professional horizons. It is important for future professionals in the security sector to be able to evaluate information (foreign sources included), in terms of its reliability, accuracy, usefulness, objectivity, relevance in order to use it in a problem solving and decision-making. It is also important for future specialists of the security sector to be able to process foreign language sources independently, use the necessary books of reference, databases and other sources of information (scholarly literature, Internet resources, etc.).

One of the main conditions for the formation and development of information and analytical competency of future security sector professionals is to implement the personality-centered approach in the educational process of higher military educational institutions, taking into account cadets' personal qualities and interests in the process of learning foreign languages. The effectiveness of the development of information and analytical competency in the foreign language learning is ensured by the following pedagogical technologies: the project-based learning, the use of information and communication technologies and technologies for the development of critical thinking skills, the collaborative learning [6].

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«СУЧАСНІ НАПРЯМИ В ДОШКІЛЬНІЙ ПЕДАГОГІЦІ» У ПІДГОТОВЦІ ДОКТОРІВ ФІЛОСОФІЇ В УКРАЇНІ

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Метою статті є обґрунтування доцільності вивчення навчальної дисципліни «Сучасні напрями в дошкільній педагогіці» здобувачами третього (освітньо-наукового) рівня вищої освіти освітньо-наукової програми «Дошкільна освіта». Підготовка фахівців у сфері дошкільної освіти у педагогічних університетах України відбувається відповідно до Закону України «Про вищу освіту» [1], «Про дошкільну освіту» [2], «Національної стратегії розвитку освіти в Україні на період до 2021 року» [3]. У Дрогобицькому державному педагогічному університеті імені Івана Франка така підготовка кадрів здійснюється на першому (бакалаврському), другому (магістерському) та третьому (освітньо-науковому) рівнях вищої освіти. У професійній підготовці особливе місце відведено вивчення фахових дисциплін. Нами запропоновано вивчення дисципліни «Сучасні напрями в дошкільній педагогіці» для здобувачів третього (освітньо-наукового) рівня вищої освіти доктор філософії [4].

Мета навчальної дисципліни – ознайомлення аспірантів з сучасними напрямками у дошкільній педагогіці (філософським напрямом, педагогікою прагматизму, неопозитивізму, екзистенціалізму, неотомізму, біхевіоризму та гуманістичною педагогікою).