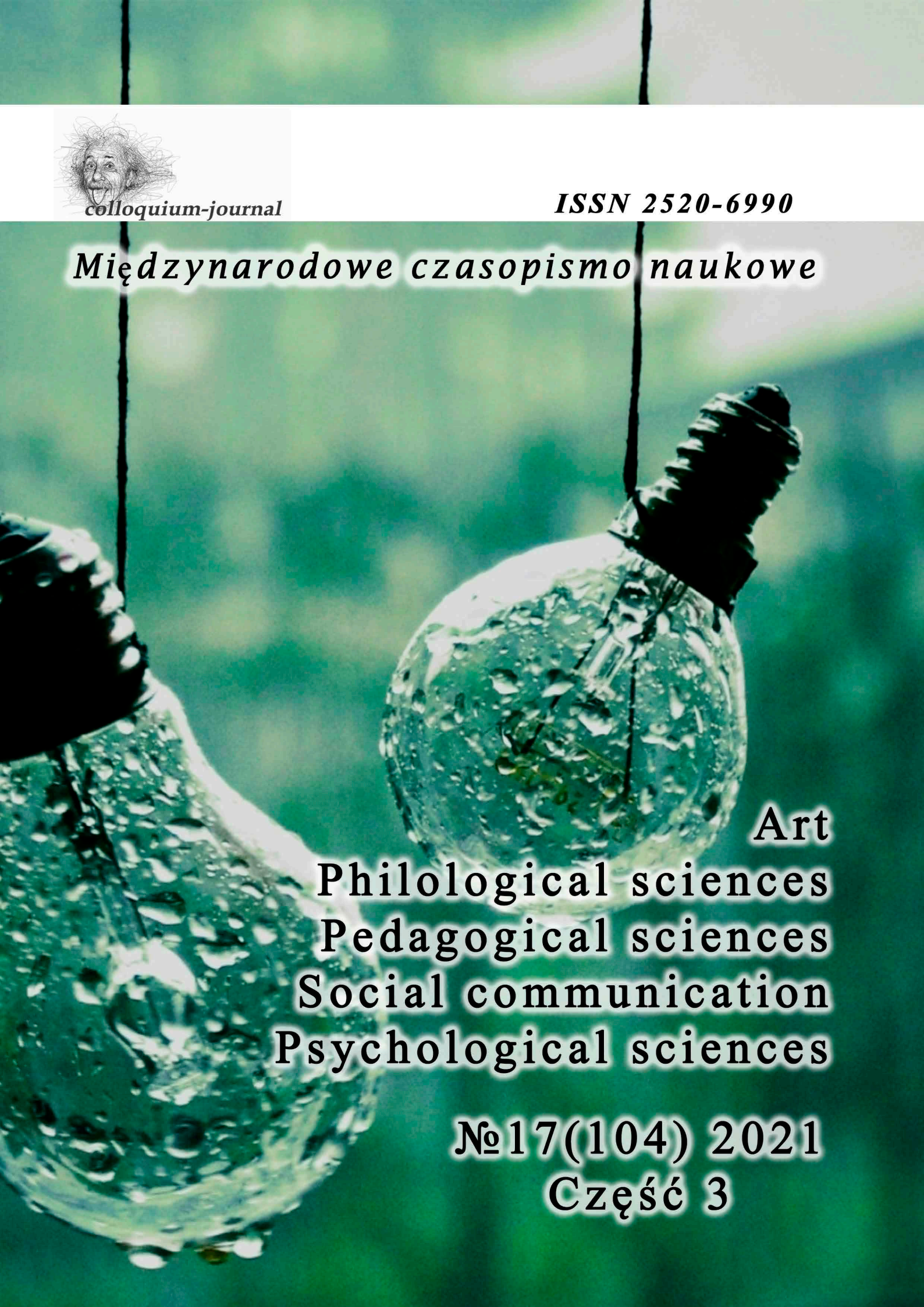

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ФОРМИРОВАНИЕ ИНФОРМАЦИОННО-КОМУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ

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FORMATION OF INFORMATIONAL - COMMUNICATIVE COMPETENCE

Аннотация

В статье анализируется содержание понятий «компетентность», «информационная компетентность», «коммуникативная компетентность», освещается трактовка понятия «информационно-коммуникативная компетентность». Акцентируется внимание на проблеме формирования у студентов информационно-коммуникативной компетенции как компонента ключевых личностных компетенций. Анализируются исследования ученых по даной проблеме. Охарактеризована работа студентов в социальных сетях, выявлен ряд ошибок в процессе их интернет-общения. Предлагается система заданий, которая будет способствовать формированию информационно-коммуникативной компетенции. Показано, что трансформационные процессы, происходящие сегодня в системе общего и высшего образования, направлены на его реформирование. Исследовано, что любые изменения приводят к поиску более эффективной образовательной политики, ориентированной не столько на передачу знаний, сколько на приобретение навыков, позволяющих легко адаптироваться к новым социально-профессиональным технологиям, и особое место среди них отводиться информационно-коммуникативной компетентности.

Abstract.

The article analyzes the content of the concepts "competence", "informational competence", "communicative competence", it highlights the interpretation of the concept of "informational - communicative competence". Emphasis is placed on the problem of forming of students' informational- communicative competence as a component of key personal competencies. The research of scientists on the problem is analyzed. The work of students in social networks is characterized, a number of errors in the process of their Internet communication are revealed. The system of tasks which will promote formation of informational- communicative competence is offered.

It is shown that transformational processes taking place today in the system of general and higher education are aimed at its reforms. It is proved that any changes lead to the search for a more effective educational policy focused not so much on the transfer of knowledge as on the acquisition of skills that make it easy to adapt to new social and professional technologies, and a special place among them is given to informational- communicative competence.

Ключевые слова: *информационно-коммуникативная компетентность, система образования, компетентность, формирование, общество, студент.*

Key words: *informational- communicative competence, education system, competence, formation, society, student.*

Analysis of research and publications. The Law of Ukraine "On Higher Education" defines the main tasks of higher education institutions, including: conducting a high level of educational activities, which provides higher education for the appropriate degree in their chosen specialties; formation of personality through patriotic, legal, ecological education, affirmation of moral values, social activity, civic position and responsibility, healthy lifestyle, ability to think freely and self-organize in modern conditions; dissemination of knowledge among the population, raising the educational and cultural level of citizens [1].

The main responsibility for the training of a competent competitive specialist is taken on the institutions of higher education, which in the process of training specialists must form the key competencies necessary for every modern person to succeed in life. Particular attention needs to be paid to the training of such specialists who would have the appropriate level of communication skills, high culture of communication, in particular in the field of management and administration, services [2].

Requirements for the formation of a person with a high level of information and communication culture are reflected in the legal documents, including: the Law of Ukraine "On Education", The concept of the New Ukrainian School. The research of N. Morse, O. Ovcharuk, T. Papernova, S. Spirin, T. Tikhonova is devoted to the issues related to the separation and interpretation of the concept of informational- communicative competence.

The problem of forming of the culture of oral and written speech (communicative competence) was studied by A. Bogush, N. Babych, T. Donchenko, L. Mamchur M. Pentilyuk and others [3].

Despite the diverse scientific research, the problem of forming of students' of informational- communicative competence as a component of key competencies of a person ready for conscious life choice and self-realization, responsibility, work and civic activity is insufficiently studied [4].

The purpose of the article is to find out the ways of formation of informational- communicative competence of students in the conditions of the university of economic orientation. Methods of scientific research were: context-analysis, student answers, pedagogical observation.

Presenting of the main material. The entry of human civilization into the information society puts forward fundamentally new requirements for the education system, while the essence of the new paradigm of education is as follows:

- the transition from the assimilation of significant amounts of information accumulated in the study of any discipline to mastering the methods of continuous acquisition of new knowledge and the ability to learn independently;

- mastering the skills of working with any information with a variety of data and the formation on this basis of independent (critical) thinking, rather than reproductive;

- in addition to the traditional definition "to form knowledge, skills and abilities" to the definition "to form the competence of the student".

Let's consider the meaning of the concept of "informational- communicative competence" (ICT). There are different approaches to the interpretation of the concept of the "competence". M. Lebedev and O. Shilov consider competence as "the interaction of knowledge and experience in a particular field, which allows to participate in the development of certain solutions or to solve the problem itself due to the availability of relevant knowledge and skills."

V. Demin gives the following definition of competence. Competence is the level of personality skills that determine the degree of conformity of a certain competence, allowing to act constructively in changing social conditions [6, p. 35].

Competence is the personal quality (set of qualities) of a specialist and the minimum required experience in a particular field [7].

The Law of Ukraine "On Education", the Concept of the New Ukrainian School emphasize the formation of vital competencies that give a person the opportunity to navigate and socialize in modern society. The Law of Ukraine "On Education" [1] formulates the concept of "competence". "Dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, other personal qualities, which determines a person's ability to successfully socialize, conduct professional and / or further educational activities" [1]. These are important components: knowledge, skills, experience, values, and, as a result, socialization.

Taking into account the research of scientists (A. Boyko, L. Mamchur, O. Pavlenko), analyzing the legal framework, we tend to think that the concept of "competence" should be considered as a new unit of measurement of personal education, which focuses not only on the amount of acquired knowledge, but also the ability to act in a variety of situations.

In turn, communicative competence is not only a set of acquired language and speech knowledge, but also professional skills and abilities, the ability to communicate in society. According to L. Mamchur [3], communicative competence is the highest step in achieving cultural sociability of the individual, and knowledge of language and structure of speech communication is mandatory in the development of one's own language intelligence [3, p.14].

It should be noted that today almost all areas of human activity do not do without the use of modern information and computer technology. N. Balovsyak [9] considers information competence as an integrated education of the individual, which reflects his ability to determine the information need; search, processing, storage and transmission of data in all their forms and submissions (printed or electronic forms); ability to work with computer technology and ICT, to apply them in professional activities and everyday life.

Information competence is part of the professional competence of the graduate, a necessary part of his educational activities, a qualitative characteristic of the information aspect of the scientific and educational process. The analysis of the scientific literature testifies to various approaches to the interpretation of the concept of " informational- communicative competence ".

Thus, L. Didukh [2] characterizes informational-communicative competence of the individual as adaptability, free possession of verbal and nonverbal means of communication, attitude to cognitive activity, natural and social world, to himself. O. Sosnin [8, p 154] defines informational- communicative competence as a person's ability on the one hand to navigate in a dynamic socio-cultural environment and space of different cultures, and on the other - to increase information and knowledge, build their own style of communication, characterized by increased personal activity, new principles of interaction in the conditions of modern sociocultural transformations. In our opinion, the concept of information competence should be associated with the concept of speech culture, which should be considered compliance with a set of norms, rules and stereotypes of communication.

Informational- communicative competence is defined as the ability of an individual to communicate in the Ukrainian language in various speech situations, on the Internet in particular. Note that the Law of Ukraine "On Education" defines the competencies, among which [5]:

• fluency in the state language.

• ability to communicate in native (in case of difference from the state) and foreign languages.

Informational- communicative competence (ICC) is an integrative formation of personality, which is manifested in the desire, ability, and willingness to effectively use modern means of information and computer technology to solve problems in learning and everyday life, recognizing the importance of the subject and results [6, 42 c.].

The components of informational- communicative competence of a student in its modern sense should be

included the following components: technical, technological, informational, legal and value.

The technical component includes knowledge of the principles of building a local area network, the ability to configure the connection of a personal computer to a local area network, as well as to the Internet, availability of communication testing skills in a computer network, detection of errors in network configuration.

The technological component requires a set of knowledge and skills required to implement effective ways to search for information.

The information component, on the one hand, is the basis of perception and awareness of information presented in various forms, and on the other hand, the student is dealing with a huge variety of information resources. Hence, an important component of the information component is the ability to critically analyze information, distinguish and reject that is unreliable, outdated, biased, incorrect.

Special attention should be paid to the formation of the legal component of informational- communicative competence in high school, which requires knowledge of the legal basis for the use of software and information resources, including those posted on the Internet, so that young people respect intellectual property and have immunity against illegal information [4, p.20].

A student who has formed informational- communicative competence is able to successfully create, transmit, search, process, store and use information in his life, owns computer equipment, uses diagrams, graphs as tools. The individual has the skills to work on the Internet, skills to work with conflicting information, "neutralization" of harmful information, skills of modeling and critical evaluation of information flows.

Among the means of forming of informational-communicative competence is quite effective interaction of the education system with social institutions: information services, libraries, which traditionally accumulate information and communication resources of the society. Also, a means that successfully provides such interaction is a single methodological approach, given the unity of the conceptual apparatus, considering the laws of information flows in society, techniques and methods of information processing, criteria for effective information retrieval and other factors. The use of innovative interactive technologies for the formation of students' competencies involves the active involvement of each student in the learning process. Students acquire the skills of healthy interpersonal communication, critical thinking to solve complex problems, finding alternatives, expressing opinions. Today, new information technologies are an integral part of our lives. The main thing is to correctly show their capabilities [9].

According to V. Zinchenko, the implementation of educational exercises and tasks of communicative direction significantly contributes to improving the culture of speech [4, p 20]. In order to develop informational- communicative competence the lecturer should implement training tasks for students on various topics, such as: outdoor recreation, winter and summer vacations, travelling, etc. The content of such training tasks was accompanied by audio materials with listening to key words, dialogues, which are professionally sounded by native speakers. As experience at university shows, it is appropriate to use gaming technology.

For example, students were asked to reproduce verbally animated computer graphics (commonly used characters), compose a coherent story, send it to a classmate through a social network, and correct each other's mistakes.

To encourage the teacher can carry out the following tasks in the form of a developed quest. Students complete one task and move to another level, receiving bonuses, the winner is the one who has passed all levels of difficulty and made as few mistakes as possible. The tasks of the quest include reproductive exercises for written reproduction of heard samples of words, events that took place in the group; constructive exercises to paraphrase the heard information, supplementing a sentence about a certain learning situation with one's own thoughts, substitution exercises that require replacement of individual words, phrases in the phrase proposed by the teacher; compiling a dictionary of professional terms; reception of comparison of dialectal speech and literary norm. Gradually, the tasks are complicated by communication via video chat or audio connection to a conversation with a teacher, a friend.

Writing letters, greetings, announcements, reflections on certain topics requires students' text-creating skills, so, in our opinion, a text-centric approach to mastering the native language at different levels is necessary. According to L. Mamchur, "On a text basis, communicative competence is formed, in the process of which speech theory is learned by students not in the form of individual concepts, rules, but in practical way, in the form of skills, learning activities with these concepts and rules, with the ability to create your own statement. In the process of developing students' communicative competence, the text-centric approach is implemented on the basis of selected educational texts used as didactic material of language and speech content lines, as well as through a system of specially oriented tasks involving evaluation of text speech "[3, p. 19].

It is necessary to develop guidelines for students to use the Internet, with the aim to:

- communicate only with well-known people or with those whom you trust;
- not to reveal the details of his personal life to the general public;
- not to disclose compromising information;
- to cover information about the ways of their personal growth, hobbies;
- take an active part in the life of your university (place of work, city), covering all events in online publications or commenting positively on them;
- adhere to the ethics and culture of communication.

Such a comprehensive and diverse work allowed students to formulate conclusions that the communicative culture in the information environment is not a separate individual process. Their communication on social networks can be used by others with negative consequences. Following certain rules of computer

communication will allow you to successfully build a future career [2].

The integration of traditional and modern virtual teaching methods in the organization of educational activities of students will make more effective the quality of the educational process as a whole and, accordingly, the formation of informational- communicative competence of the future social educator. Development and use of virtual space in the forms of educational and independent work of students, provides greater independence of students, greater individualization of tasks related to the content of the subject material, the form of reporting and the nature of control.

So, in the article we have found out the ways of formation of informational- communicative competence of students. Among the most useful are the usage of educational exercises, training tasks, role games, which help to form a culture of oral speech of students in the process of communication via the Internet (online webinars, voice chats, online conferences).

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FORMATION OF THE MATHEMATICAL COMPONENT OF THE PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS IN THE AGRICULTURAL SECTOR

Аннотация

В статье проанализировано понятие «профессиональная компетентность агрария» и «математическая компетентность». Определено «математическую компетентность агрария» как процесс формирования готовности к выполнению профессиональных задач, требующих применения математических методов и определенный уровень такой готовности.

Доказывается, что одним из перспективных направлений совершенствования подготовки специалистов, путем приближения к европейским стандартам является педагогическая интеграция. Обосновываются педагогические условия интеграции общественных, естественно-математических и профессионально-ориентированных дисциплин.

На основе изучения состояния практики и анализа требований к подготовке специалистов, определены и задачи математической подготовки студентов аграрного профиля.

Abstract

The article analyzes the concepts of "professional competence of an agrarian" and "mathematical competence". The "mathematical competence of an agrarian" is defined as a process of formation of readiness to perform professional tasks requiring the use of mathematical methods and a certain level of such readiness.

It is proved that one of the promising areas for improving the training of specialists, by approaching European standards, is pedagogical integration. The pedagogical conditions for the integration of social, natural-mathematical and professional-oriented disciplines are substantiated.

Based on the study of the state of practice and analysis of the requirements for the training of specialists, the tasks of mathematical training of students of the agrarian profile are also determined.

Ключевые слова: *естественно-математическая подготовка, подготовка специалистов-аграриев, профессиональная компетентность агрария, математическая компетентность агрария, педагогическая интеграция.*