

ПЕДАГОГІЧНІ НАУКИ  
ПЕДАГОГИЧЕСКИЕ НАУКИ  
PEDAGOGICAL SCIENCES

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ІСТОРІЯ ВІТЧИЗНЯНОЇ ТА ЗАРУБІЖНОЇ ПЕДАГОГІЧНОЇ ДУМКИ  
ИСТОРИЯ ОТЕЧЕСТВЕННОЙ И ЗАРУБЕЖНОЙ ПЕДАГОГИЧЕСКОЙ МЫСЛИ  
HISTORY OF NATIONAL AND FOREIGN PEDAGOGICAL THOUGHT

**N.O. Terentieva,**

Doctoral of Higher Education Institute of National Academy of Pedagogical Science of Ukraine,  
Candidate of Pedagogical Sciences, Associate Professor

**DESIGNING THE CONTENT OF THE COURSE  
“WORKING WITH ARCHIVAL / HISTORICAL SOURCES”**

*The article presents the lecture block (main issues of study) of educational training program and the main issues of providing the tasks of archival practice. It emphasizes that the subject of study of the course is theoretical and practical basis of sources studies, historical sources, archival science, and work with archival funds. These factors are the basis for the study and training for teaching subjects of historical and pedagogical direction, processing materials for the training and writing historical research and educational works, focus undergraduates on historical aspects of professional activity, introduce the rules of work in archives, and technology of work with historical sources. It is outlined the content of the following modules: 1. Sources Studies as the Science of Historical Sources. 2. Technology of Work with Archival (Historical) Sources. The goal of teaching the following discipline is development of the culture of historical thinking. This course will help undergraduates to learn the peculiarities of professional activity of the teacher of the university as well as to adapt to the future professional career in high school.*

*While mastering the discipline master can acquire the following competences: capacity for analysis, mapping, comparison of educational events, identify valuable educational practices; ability to use theoretical knowledge and practical skills of organizing and conducting scientific and educational research; the ability to use the cultural heritage of the Ukrainian people in the process of education; ability to use theoretical knowledge and practical skills in the use of communication technologies, oratory and rhetorical communication for the implementation of business communication in the professional sphere.*

**N.V. Morze,**

Vice-Rector on Informational Technologies,  
Borys Grinchenko Kyiv University,  
Doctor of Pedagogical Sciences, Professor,  
Corresponding Member of National Academy of Pedagogical Sciences of Ukraine

**O.P. Buinytska,**

Head of the IT in Education Laboratory,  
Borys Grinchenko Kyiv University,  
Candidate of Pedagogical Sciences, Associate Professor

## HOW TO CREATE MASTER'S ICT-COMPETENCE

*Competence approach is a key of methodological tool to implement the objectives of the Bologna process. The model of the ICT competence of masters, based on the approach laid by UNESCO, we present as a matrix in which the main activities are specified, while stressing the particular aspect of activities associated with the knowledge and skills to use ICT in solving various problems, and the level of ICT on each of these activities. Formation of Masters' ICT competence is divided into three levels: basic (first year undergraduate), advanced (Bachelor) and professional (Master). Each of specified levels of ICT competence inherent master certain knowledge and skills. For the measurement of formation of knowledge and skills levels the article describe the specialized tools that will assess the ability of students to work with data during solution specially selected tasks. In order to test developed tools to determine the formation of the ICT competence of masters among master students of BGKU testing was conducted. The results of the monitoring the formation of ICT competences confirms the need for compliance and enforcement of corporate standards of ICT competence of University masters. Since the formation of the ICT competence of masters occurs during the learning process, and in the classroom, it requires both the necessary and sufficient conditions for this process. The key is the creation of university educational environment that will help all the participants improve the training process, intensify educational process and prepare skilled professionals who are going to meet the requirements of the modern labor market.*

**N.V. Morze,**

Vice-Rector on Informational Technologies,  
Borys Grinchenko Kyiv University,  
Doctor of Pedagogical Sciences, Professor,  
Corresponding Member of National Academy of Pedagogical Sciences of Ukraine

**A.B. Kocharian,**

Methodist of the ICT Competences Center,  
Research Laboratory of Education Informatization,  
Borys Grinchenko Kyiv University

## INFORMATION AND COMMUNICATION COMPETENCE OF UNIVERSITY TEACHING STAFF. HISTORICAL DEVELOPMENT OF CONCEPTUAL APPARATUS FORMATION

*The article is about the development of the conceptual apparatus of information and communication competencies of teaching staff of the University since 70s of the XX century to the present. It presents the timeline of research information and communication competence in the European educational environment. It analyzes national research of information and communication competence. It is proved that this subject is under study. The article describes the model of corporate standard of information and communication competences of teaching staff of the modern university, based on the relevant recommendations of UNESCO and the European framework of information and communication competence 2.0 and takes into account*

*the activities of teaching staff in the context of Standards and Guidelines for Quality Assurance in the European Higher Education. These standards define three levels: basic, advanced and professional. Each level is given appropriate indicators and metrics. According to the developed model the article describes the content of the corporate standard of information and communication competences of teaching staff at the Borys Grinchenko Kyiv University.*

**L.B. Palamarchuk,**

Professor of Pedagogy Theory and History Department,  
Borys Grinchenko Kyiv University,  
Doctor of Pedagogical Sciences, Professor

**S.M. Babiichuk,**

Head of Section "GIS in Geography",  
Methodist of KPEI "Kyiv Minor Academy of Sciences of Student Youth"

## **GEOINFORMATION COMPETENCE IN RESEARCH ACTIVITIES OF SENIOR STUDENTS — MEMBERS OF THE KYIV MINOR ACADEMY OF SCIENCES OF STUDENT YOUTH**

*The use of Geographic Information Systems and Geographical Information plays a key role in human activities today. GIS is widely applied in everyday life by many of the services we rely on. It is one of the fastest growing use of computer technologies and is a fundamental part of modern geography. Modern education is based on the practical use of knowledge, a component of which is the formation among school students specific competence. Study of geoinformation systems in high school is based on geoinformation competence. The definition of this concept is multifaceted as it contains a set of competences that a student should possess. The article discusses the development of geoinformation competence of students at the section "Geographic Information Systems in Geography" at the Kyiv Minor Academy of Sciences.*

*It is carried out the analysis of the essence of the concept "geoinformation system". The prospects for the development of the new directions of the Geographic Information Systems within the framework of geographical studies are proposed. Essence, methodological bases, contradictions and prospects for integration processes in the geography and Geographic Information Systems are examined. GIS is a tool that is being used extensively by researchers, scientists and administrators to inform decision making about real issues. Educators are now investigating innovative approaches to use GIS in learning / teaching environment.*

**I.I. Tryhub,**

Junior Research Fellow of Osvitology Research Laboratory,  
Borys Grinchenko Kyiv University

## **EXPERTS' PROFESSIONAL COMPETENCE IN EDUCATION**

*Today the most urgent problem is for mation of professional competence of a specialist who will gain effective methods of counseling and expertise. Accordingly, the problem of expert professional training in the field of education is becoming more important for the Ukrainian education system. Based on the organization of training programs for training experts in the field of education, of course, has to rely the competence approach. Competence is an integrated personality characteristic, expressed in a person's ability to perform specific professional activities within accepted standards.*

*The author of the article gives the definitions of such concepts as "competence", "professional competence", "competence approach in education"; analyzes the foreign professional's competence model in the development of the education system; groups the professional competences in the development of the education system; defines general requirements applicable to the professional competence of the expert in the field of education: personal qualities of expert, communicative competence, methodological and methodical literacy, professional training of the expert, practical experience.*

*Competence approach is the basis of organization the programs on training of experts in the field of education. Competence approach focuses on educational outcomes, which are considered not as the amount of knowledge but as the human capacity to act successfully in different situations. The problem of the development of the Ukrainian model of professional competence of experts in education will become a key topic in our further scientific exploration.*

**A.V. Briukhanova,**

Lecturer of the Department of Design, Institute of Arts,  
Borys Grinchenko Kyiv University

### **HISTORICAL DYNAMIC OF INCREASING PROFESSIONAL COMPETENCE LEVEL OF FUTURE SPECIALISTS IN GRAPHIC DESIGN**

*The article is devoted to the indication of the main problems of increasing professional competence of specialists in graphic design in higher institutions.*

*Today the main task of the national education system is its improvement. We need to improve education perfectly to reach international educational standards. It requires training of highly professional staff on the competence-based approach, technical support, development of effective methods in theory and practice of professional training, introduction information technology, and, perhaps, additional investment that would ensure fast solving these problems.*

*The sphere of designer's activity becomes wider, because it is enriched with new ideas and technologies. Designer specialties become more difficult for study and mastering. Basic principles of the successful mastering of designer's profession are comprehension of all the subtleties of fundamental education, mastering of the most complicated methods and techniques which specialist needs. Using experience of the leading world design schools, their principles, ideas and technologies should form the basis for the system of design training.*

*The professional studies of students-designers in higher educational establishments, as practice shows, are often taken to one-sided, narrowly directed study of every object separately, without the account of specific of some specialties — for example, method of book design as integrating activity between several disciplines.*

*Using experience of design pioneers in Ukraine, it is necessary to develop the collaboration of Ukrainian higher educational establishments with leading schools in Europe, USA, Japan, and in other developed countries of the world on all levels. Such collaboration can bring much benefit for development, upgrading and semantic content of education. It would be also very useful to organize a partnership at the level of publishers to carry out industrial practice for students not only in national but also in foreign publishing companies and in advertising agencies.*

*To reach the necessary level of competence it is important for student to get practical experience in modern multiprofile publishing company with possibility of professional self-realization during his study.*

**M.M. Halytska,**

Senior Researcher of Osvitology Research Laboratory,  
Borys Grinchenko Kyiv University,  
PhD in Pedagogical Sciences

### **REALIZING OF COMPETENCE-BASED APPROACH TO FUTURE SPECIALISTS' COMMUNICATIVE CULTURE**

*The article deals with the competence-based approach to education, in which system-educational aim is recognized as the development of the younger generation capacity for effective activity. The main task of education today is to teach young people creatively and productively, interact with society and thus achieve the status of full and competent citizens consistently and gradually create the conditions for acquiring individual vital competences. They provide our future specialists of the labor market oriented skills in today's society, cyberspace, labor market, promote further education. We believe that one of the most important professional qualities of future specialist is communication ("communicative competence").*

*The author analyzes the content of the concepts "competence" and "competency"; shows that there are different interpretations of these concepts in literature, although sometimes they are identified. The author defines communicative competence of future specialists as integral quality of personality that is inherent in a common culture of communication and its specific manifestations in professional activities. It is defined*

components of future specialists' communicative competence: foreign language communicative competence, professional competence, strategic and social competences.

Thus, communicative competence of higher institutes students refers to the personality's integral quality which synthesizes a general culture of communication and its specific manifestations in professional activities. We believe that communicative competence promotes personal success and will enable the personality to participate effectively in many social spheres.

**Y.V. Hryshchuk,**

Junior Research Fellow of Osvitology Research Laboratory,  
Borys Grinchenko Kyiv University

## **COMPETENCE-ORIENTED PROFESSIONAL TRAINING OF FUTURE TEACHERS IN POLAND**

*The article deals with professional competences, which should master future teachers in the Republic of Poland. It analyses the groups of professional competences according to the standard of professional competences of the teachers of the modern Polish school, such as: pragmatic competences, competences of interaction, communicative competences, creative competences, information and media competences. It describes the basic competences of Polish school teacher, highlighting by the national and the Polish scientists, such as: praxeological, communicative, teaching, social, educational, creative, praxeological, communicative, informational and media. It focuses on sociocultural competence and the need of information technology education of teachers of all directions in future teachers training. Polish scientists consider socio-cultural competence of the teacher pointing to his personal characteristics such as openness, assertiveness, social responsibility and critical reflection, and availability of appropriate competences of the specialists who efficiently integrate into their future professional activity.*

*In Poland much attention is paid to information technology education of teachers who in the future will shape the next generation, passing not only the ability of their subject area, but primarily forming attitudes towards the life and the world in which information technologies play an important role. Therefore, in information education of teachers the formation of professional competences is crucial. Professional competence of teachers is an integrated concept that unites following components: personality's outlook and professional skills (knowledge and skills) in the implementation of health care, diagnostic-prognostic, educational, developmental, teaching, training, communicational, organizational, educational, controlling, educational aspects of its operations and continuous improvement. The article deals with the problem of raising the professional competence of future teachers. The integration of Poland into the EU promotes the program of increasing the level of competences of teachers and effective adaptation of the regulatory framework to Western European standards.*

**T.H. Dyba,**

Head of Department of Physical Culture and Sports Skills,  
Borys Grinchenko Kyiv University,  
Candidate of Science in Physical Education and Sports, Associate Professor

## **COMPETENCE-BASED APPROACH TO PHYSICAL EDUCATION SPECIALISTS' PROFESSIONAL TRAINING**

*Ukraine officially declared its intention to reform higher education in accordance with the European Higher Education Area (EHEA) standards and guidelines, as a result of the accession in 2003 to the Bologna Process, which was appropriately reflected in the new Law of Ukraine "On Higher Education". The modern standards of the European Higher Education provide student-centered training, which is based on competence approach to the educational programs development and implementing and the full integration of National Qualifications Frameworks.*

*The structure of the European Qualifications Framework is taken as the basis for the development and adoption of the National Qualifications Framework being a tool for comparison, verification and recognition of qualifications which enables to correlate the knowledge and skills gained by specialist in educational institutions around the world.*

*An important way of National Qualifications Framework adoption strategy is development of each area of professional standards, which include a detailed description of the requirements for the results and quality of its staff functions within a particular type of professional activity and which is realized in certain competences.*

*The definition of professional standard is based on such concepts as "work content" and "conditions of its implementation". This is why the employers are the first who should determine what competencies and skills an employee should have and only then the Ministry of Education and Science of Ukraine together with leaders of all levels educational institutions are to develop educational standards.*

*In nowadays conditions of extremely dynamic modern labor market the cooperation of educators and employers in creating and implementing educational programs has a key role. The idea of providing to students the maximum chances to get the first place in the labor market is put as a basis of European Higher Education Area new paradigm of learning introduction (student-centered training) involves empowering learners, developing new approaches to teaching and learning curriculum that reflect the practical side of implementing competency approach in higher education.*

*The essence, scientific and methodological foundations of a new approach to developing and implementing educational programs and student-centered training (student-centered approach) were formulated within analytical-research Bologna project "Tuning". There are two types of competences which are examined both academic (professional) competences (subject specific competences) and generic competences (transferable skills).*

*The content of the specialists in physical education professional competence includes both invariant and variable competences. The invariant professional competences determine knowledge on issues of general pedagogical nature. The variable competences are special requirements for specialist knowledge that determined by the characteristics of professional activity.*

**L.V. Kozak,**

Senior Researcher of Osvitology Research Laboratory,  
Borys Grinchenko Kyiv University,  
PhD in Pedagogical Sciences

## **COMPETENCIES OF PRESCHOOL PEDAGOGY AND PSYCHOLOGY FUTURE TEACHER IN INNOVATIVE PROFESSIONAL ACTIVITIES**

*Mastering innovation and professional competence of future teachers enrich and change the self. This approach makes it possible to conclude that the solution problem of future teachers training innovative professional activity includes resolving question of the interaction of future teachers with innovative information, innovative production, innovative technologies, innovators and innovation, in which there is mutual interchange, mutual enrichment and self-development.*

*We came the following conclusions during our study: integral indicator of the quality of education is competence, defined not just as the sum of knowledge and skills, but also describes the human ability to mobilize the knowledge and experience in a particular situation; competence is the result of education, self-education and self-development of future specialists.*

*It is determined by individual experience and ability of human, his desire for continuous self-education and self-improvement, creative attitude to the deal; innovative teacher's professional competence in preschool education and psychology is viewed as an integrated quality, dynamic combination of knowledge, understanding, skills and abilities of the person, ensuring the success of innovative professional activity focuses on the development innovative personality of student and innovative professional and personal self-development teacher.*

*The components of innovation and professional competence are value-motivational, cognitive, research, design, organizational and communicative, reflexive competencies, which are regarded as essential for the success of the teacher activity in modern conditions.*

*They are closely interdependent; each subsequent competence is productive only if previous formed sufficient. Innovative and professional competence reflects the willingness and ability of teacher to professional advice innovative pedagogical function in accordance with the educational standards in society, the need in ongoing professional self-education and self-development.*

**O.M. Kuzmenko,**

Junior Researcher of Osvitology Research Laboratory,  
Borys Grinchenko Kyiv University

## **DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE WHILE CO-OPERATIVE LEARNING**

*It is analyzed the realization of the idea of co-operative learning during the studying of the course "Philosophy of Education"; it is characterized the main methods and forms that are used; it is defined that philosophy co-operative learning facilitates the development of the communicative competence by intensification the cognitive, emotional and evaluated, behavioral aspects.*

*The principles of the philosophy of "co-operative learning" were used during seminars and lectures that acquired:*

- problematic — students in their subgroups constantly solved various tasks, formed a comprehensive approach to the problems, made reasonable conclusions;*
- dialogic communication, which was in both form — external and internal (individual work);*
- features of play — it was used the methods of brainstorming and blitz games for the purpose to intensify the communication and thought processes of students;*
- synergy through cooperation.*

*Application of the basic ideas and principles of the philosophy co-operative learning while studying the course "Philosophy of Education" helped intensify among students the basic aspects of communication: communicative, perceptual and interactive. Tested strategies such as "Student Team Learning", "Jigsaw", "Learning Together" revealed their effectiveness in the formation of the main components that make up the structure of communicative competence, namely:*

- cognitive — students received theoretical knowledge of the basic rules, principles and patterns of interpersonal communication;*
- emotional evaluation — students encouraged to exercise and awareness of their own interests and aptitudes that determine their communication;*
- behavioral — students acquired practical skills and abilities (eg, to carry on dialogue, to share responsibilities, reasonably express their points of view, to persuade, to resolve conflicts, to take part in debate, etc.).*

**O. V. Martynchuk,**

Head of the Department of Special Psychology, Correction and Inclusive Education,  
Borys Grinchenko Kyiv University,  
Candidate of Pedagogical Science, Associate Professor

## **CONTENT AND STRUCTURE OF FUTURE SPEECH THERAPIST'S PROFESSIONAL COMPETENCES**

*The article justifies the actuality of the development of educational programs in future teacher-speech therapists' training on competence-based approach; identifies a pressing social need in correctional education specialists, capable of performing in a professional manner different activities in terms of special educational institutions as well as in comprehensive environment.*

*It offers the content and structure of graduate's professional competences which are the basis for new educational programs in the field of study / specialization "Correctional Education (Speech Therapy)" with additional specialty "Inclusive / Integrated Education" on Bachelor and Master degree. It presents professional competences which are to be formed on Bachelor and Master's degree of education.*

*Based on the analysis of scientific literature and own scientific studies it is presented general structure of professional competence of Bachelor and Master of Special Education.*

*The total structure of professional competence of Master of Special Education includes the following components: general professional competence, competence in individual psychological sphere (professional value); in remedial teaching, logodiagnostic, logocorrectional, diagnostic and analytical advisory; in research, teaching, cultural, educational, organizational and managerial activities (leadership, management and teamwork); in the organization and implementation of inclusive education. Much attention is paid to the essence of the concept of "professional competence of teacher-speech therapists in inclusive education" as an integrated personality trait of future teacher-speech therapists.*

**T.M. Pliachenko,**

Head of the Instrumental Mastery Department, Institution of Art,  
Borys Grinchenko Kyiv University,  
Doctor of Pedagogical Sciences, Associate Professor

**STRUCTURE AND CONTENT OF MUSIC TEACHER'S PROFESSIONAL COMPETENCES**

*The article analyzes the regulations laying down the professional requirements to graduates of the higher educational establishments, their production functions and professional competences. The author of the article has defined the essence, structure and content of music teacher's professional competences. Professional competence describes the readiness to perform professional functions and the ability to apply knowledge skills and experience of music and educational activities acquired during training in the new conditions; integrates general professional and specialized-professional (vocational) competence; reveals the level of professional competences according to educational and qualification characteristics of the music teacher.*

*The article analyzes the production functions and professional competences of the music teacher. The main professional functions are the following: research, projective and structural, organizational, management, technological, control, predicting, and technical. Professional competence are the following: music theory, vocal and choral, instrumental performing, music informational and technological. It characterizes the objective and subjective factors that influence the efficiency of vocational training and further professional activity of the music teacher. It studies personal competences of the music teacher (personal qualities, abilities, individual psychological features, working style, creative image, etc.). It determines the axiological component of the professional competence of the music teacher, manifested in the ability of the intellectual, aesthetic and spiritual development characterized by a positive attitude to professional activity and aspiration for professional self-improvement.*

**V.V. Proshkin,**

Head of Scientific-Methodological Research Center, Research Projects and Programs,  
Borys Grinchenko Kyiv University,  
Doctor of Pedagogical Sciences, Associate Professor

**ANALYSIS OF REAL PRACTICE OF FORMATION FUTURE TEACHERS' RESEARCH COMPETENCE**

*The article deals with the essence of the characteristics of subjects and objects of educational process at university. Innovations in the field of education are the factors of the research competence. The main functions of research competence have been singled out. The analysis of a real practice of formation future teachers' research competence has been presented. Thus majority of students do not show special interest to research work on the base of particular necessities. Students think that this process is not as important as it can be for profession of pedagogue and that is why they are insufficiently convinced of research competence and necessity of its development. Not all students take pleasure in own research work, students aim at achieving scientific results only in the limits of academic subjects.*

*Future teachers' insufficient competency as to realization of research activity which foresee presence of theoretical knowledge within professional disciplines, organization of students' research activity, idea of logics and stages of scientific cognition, structure and logics of scientific research, experience of immediate research activity, decision methods knowledge of scientific tasks, and also conditions of their use have been singled out. Teachers' opinion study concerns graduating students' readiness to organize and carry out a research activity. It affirms its indispensable condition for modern teacher's work. Simultaneously majority of respondents define their research competence as insufficient. They connect it with the absence of purposeful training to research activity at universities.*

*Efficient mechanisms development of increasing future teachers' research competence accordingly to demands of modern university system need to be further investigated.*

**N.V. Stadnik,**

Associate Professor of the Department of Elementary Education and Natural and Maths Sciences Methodology of the Pedagogical Institute,  
Borys Grinchenko Kyiv University,  
Candidate of Pedagogical Sciences

## **FUTURE PRIMARY SCHOOL TEACHER'S COMMUNICATIVE COMPETENCE: ACTUALIZATION OF PROBLEM**

*The article deals with the importance of introduction of competence approach in the educational process at higher school. Competence-based approach gives the opportunity to solve the problem in combination of theoretical knowledge with the proper types of practical activity, foresee the ways of its realization. Growing as the conceptual subsoil of strategy in educational industry, this approach orients on transferring accents from maintenance to the results, from knowledges to person's development. It proves that one of the key competence is a communicative competence — capacity to determinate the purpose of communication, choose and use the most effective model of its realization according to the situation, ability to choose and implement emotional tone in the interaction with others, to carry out this intercourse, to regulate interpersonal relations. Communicative competence foresees understanding the value of communication for professional activity which removes positively the system of values of communicative knowledge and determines purposeful activity of individual in relation to its mastering, understanding of necessity of self-cognition as communicative person (own advantages and disadvantages), awareness of ethics norms and rules of communicative co-operation by means of verbal, nonverbal, computer communication, implementation of own communicative actions and making decisions; it is the formed set of generalized communicative skills and developed emotional intellect. The problem of development of future primary school teacher's communicative competence gains actual importance. According to communicative competence primary school teacher achieves high results in professional activity, develops effective relationships with children, establishes partner relationships with their parents, and aims communicative process to solve educational problems. The article presents possible areas of application of the model "studying in activity" for the development of future primary school teacher's communicative competence. The substantive provisions of the model "studying in activity" — "studying through experience" means structured study process of personal experience in solving real task, in solving the problem (experience realization) which can be useful for development of future primary school teachers' communicative competence according to introduction active and interactive methods in the process of study.*

# ПСИХОЛОГІЧНІ НАУКИ ПСИХОЛОГИЧЕСКИЕ НАУКИ PSYCHOLOGICAL SCIENCES

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## ТЕОРЕТИЧНІ ОСНОВИ ПСИХОЛОГІЇ ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПСИХОЛОГИИ THEORETICAL PSYCHOLOGY

**N.M. Hromova,**

Associate Professor of the English Department,  
Borys Grinchenko Kyiv University,  
Candidate of Psychological Sciences

## **LANGUAGE PERSONALITY'S DEVELOPMENT IN THE PROCESS OF FOREIGN TEXTS INTERPRETATION AND TRANSLATION**

*The article deals with a language personality's development in the process of foreign texts interpretation and translation. The aim of the work is to define essential psychological peculiarities of a language personality's*

development in the process of foreign texts translation and interpretation. The main tasks of this work are: 1) to scrutinize a language personality's competence elements; 2) to analyze psychological peculiarities of foreign texts translation and interpretation; 3) to define psychological factors of a language personality's development in the process of foreign texts translation and interpretation. Foreign language competence elements are analyzed and comprise the level of the personality's professionalism and skills within the scope of the competence. It is stated that the processes of foreign texts translation and interpretation are characterized by the translator's subjective vision of the language norms. Thinking is considered to control two simultaneous processes: a transition from one language order of words to the order in another language and the translator's expression of the ideas on the basis of his knowledge of the situation. The translator's intuition and lexical sensitivity are viewed as an irrational factor of his competence. Translation and interpretation of foreign texts are regarded as interrelated processes and involve the translator's active participation in creative communication with the author. It is established that during a foreign text translation the reader's language conscience and the language person are formed. This is conditioned by the necessity to understand and accept another nation's picture of the world during the foreign text translation. Psychological peculiarities of a translation process comprise such stages as the translator's individual reading and finding significant meanings in the foreign text, the text transformation according to the translator's mother tongue and cultural norms, the final text production. The historical, cultural, linguistic and personal factors are deemed important in foreign texts perception, understanding and interpretation.

**V.R. Miliieva,**

Head of the Culture of Leadership Laboratory,  
Borys Grinchenko Kyiv University,  
Doctor of Psychological Sciences, Associate Professor

**COMPETENCE-ORIENTED APPROACH IN HIGHER EDUCATION AS BASIS OF SUBJECTIVITY DEVELOPMENT OF PERSONALITY OF FUTURE SPECIALIST**

*The article highlights the problem of subjectivity of personality (which is considered as the core competence) development of future specialist through higher education process which includes competency-oriented approach. The competence-oriented approach is a common mode of the personality-centered paradigm of higher education. Implementation of the competence-oriented approach impacts on development of subjectivity of personality as the component of the activity. Young person's subjectivity relates to his ability to transform his own life moving to the professional self-improvement and life achievement.*

*We define the competence-oriented approach as modern educational paradigm that promotes personal creativity and subjectivity, generates the capability to accept social transformations, to adapt easily, and to develop own competence. We consider the competence as a personal entity which includes intellectual, emotional, moral components as well as knowledge, skills, experience, and effective behavioral models that should be developed in future specialists through educational process. Future specialist is a person who has his competence established, is able to analyze a variety of situations, to respond flexibly to the dynamics of the social, cultural and economic characteristics of society, to carry out effective communication, and to develop through the personal subjectness improvement.*

*We consider the subjectivity of personality as capability of person to actively change himself (i.e. his internal factors such as the internal imbalance elimination, the psychological capacity growth, revision of the individual experience) and the outer world. Subjectivity associates with ability of person to transform his own life, to move toward success and fullness of life.*

*Professional competence of future specialists includes ability to actively respond to life requests and yet to carry the mission, to employ the new forms and methods in accordance to contemporary socio-cultural situation and updated tasks of vocational education. Professional growth of future specialist is ensured by a complex of conditions of the educational process in higher educational institutions, such as continuity and discontinuity, implementation of the optimal methods to impact the intellectual and personal realm of a future specialist.*

*In our opinion the main vector for further scientific studies should be modeling of the innovation system of the professionalization of higher education institutions which would stimulate purposeful formation of the necessary skills, discovery and reflection of new levels of professional psychological properties and characteristics of future specialists.*