

колгоспника; мали прямий організаційно-ідейний зв'язок із читацькою аудиторією, оскільки створювалися безпосередньо в осередках народного господарства; з погляду тематики та ідейно-пропагандистських настанов газети продовжували традиції видань-попередників.

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SELF-ACTUALIZATION OF PERSONALITY WITHIN CONTEMPORARY INFORMATION SOCIETY: THE EUROPEAN QUALIFICATIONS FRAMEWORK

Розглядаються особливості поетапного розвитку самоактуалізації особистості, представлені рівні європейської кваліфікаційної рамки в умовах сучасного інформаційного суспільства.

Ключові слова: самоактуалізація, медіаосвіта, інформаційний простір, рамка кваліфікацій.

Рассматриваются особенности поэтапного развития самоактуализации личности, представлены уровни европейской рамки квалификаций в условиях современного информационного общества.

Ключевые слова: самоактуализация, медиаобразование, информационное пространство, рамка квалификаций.

The peculiarities of staged development of a personality's self-actualization in the contemporary information society are under study within the European Qualification Framework.

Key words: self-actualization, media-education, information society, the EQF.

The contemporary stage of developing the higher education in Europe deals with prior tendencies within Europe 2020 Strategy, including the strategies of smart growth, sustainable growth and inclusive growth. In order to implement some directions of these strategies the Cabinet of Ministers of Ukraine adopted the resolution «On the National Qualifications Framework in Ukraine» (November 23, 2011, № 1341) [1], that is to be the real background for developing and adopting the documents to direct the strategy and the quality of the Ukrainian education due to the demands of the contemporary economy as well as the European standards which leads to the essential reforms within the contemporary society. This situation distinguishes the urgency of the issue in this publication.

This resolution was a logical step following The Bergen Conference of European Ministers Responsible for Higher Education (May, 19-20, 2005) when they adopted the overarching framework for qualifications in the EHEA, comprising three cycles

(including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles [6]. The Ministers committed themselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and having started work by 2007.

It is of necessity to point out that the European Qualifications Framework for lifelong learning (EQF) provides a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It serves as a translation device to make qualifications more readable and understandable across different countries and systems in Europe, and thus promote lifelong and life-wide learning, and the mobility of European citizens whether for studying or working abroad. In order to make the EQF work, European countries were invited to relate their national qualifications levels to the appropriate levels of the EQF and to indicate in all new qualification certificates, diplomas and Europass documents the relevant EQF level [3].

The purpose of the publication is to distinguish the self-actualization of personality represented in the various levels of the Qualifications Framework. The task of the publication is to describe the ways of encouraging the self-actualization of personality in the EQF.

The results to be achieved here are to clarify the progression of actualization of personality through level-rating of the QF including self-study, self-presentation, self-responsibility, self-management, self-revision, self-assessment, self-direction.

This situation as well as the steps dealing with the implementation of the National Qualifications Framework meet the demands as well as events dealing with the various ways of encouraging the self-actualization of personality. Understanding these ways and levels of the self-actualization of personality gives a chance to set some common standards by putting in place visible, predictable and coherent national systems for defining qualifications on the basis of established quality standards, for assessing learning outcomes and for awarding qualifications including the final transcript and qualification document. A system that maintains a qualifications framework ensures that the life-cycle of a qualification starts from visibility to accessibility and ends in mobility and career progression.

So, qualifications frameworks are tools that encourage the proliferation of private and public training provision by establishing clear level-playing-field competition through agreed standards and quality assurance procedures. Learners will subsequently benefit from an open and transparent sector in which, information based on an accreditation system of each qualification, determine their value [5].

The description of learning outcomes includes some ways of self-actualization of personality, stressing knowledge, skills and competences, which defines a learner understands and is capable of doing at the end of a learning process, and how he/she is prepared for further education and training. It is of necessity here to distinguish that self-actualization is regarded as the process of establishing oneself as a whole person, able to develop one's abilities, ambitions and to understand oneself [7, 8].

All the levels of qualification framework deal include such ways of self-actualization of personality as self-study and self-presentation.

Self-study, that is regarded as "a form of study in which one is to a large extent responsible for one's own instruction" [7], includes reading, research, preparation of presentations, following documentaries and attendance to conferences and seminars, tutorials, assignments and assessment and related organized activities such as informal and non-formal learning [5].

Key competences such as communication especially in good English are what employers look for, but they must be complemented by personal qualities such as self-presentation and team work, which more often than not are the result of informal (experiential) learning and not necessarily acquired from school. The issue of self-

presentation applies to all sectors as the image is a key factor for employability. Self-presentation is a goal-directed conscious or unconscious process in which people attempt to influence the perceptions of other people about a person, object or event; they do so by regulating and controlling information in social interaction [2].

Thus, self-study and self-presentation together with the key competences are important for every level of education but are even more necessary for individuals at Level 1 of the EQF to become employable. One of the key challenges today is to continue to be employable and to face this challenge, one must be flexible and adapt to the fast business cycle and participate in the re-skill, re-educate and re-structure cycle [5].

Person's self-actualization at all levels of the EQF includes the category of self-responsibility that means «a concept of actualization by which individuals assume responsibility for their own actions» [7] (<http://medical-dictionary.thefreedictionary.com/self-responsibility>). The main emphasis now is on training in skills specific to the job sector, mastery of such skills enable oneself to be efficient, to make judgements, develop problem solving skills, be responsible for self and others [5].

The descriptors for Level 1 points out that basic skills, required to the qualification of Level 1, includes the ability to apply basic knowledge and carry out limited range of simple tasks, basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; and the ability to follow instructions and be aware of consequences of basic actions for self and others [5].

The descriptors for Level 2 states that self-actualization is encouraged in the sphere of basic factual knowledge of a field, which means that a person should possess good knowledge of a field of work or study, be aware of and interpret types of information and ideas, understands facts and procedures in the application of basic tasks and instructions, as well as select and use relevant knowledge to accomplish specific actions for self and others [5, p. 66]. The descriptors for Level 3 encourage the same ways of self-actualization, but in the category of knowledge they stress the initiative – a person should assess, evaluate and interpret fact-establishing basic principles and concepts in a particular field of work or study, as well as select and use relevant knowledge acquired on his/her own initiative to accomplish specific actions for self and others [5, p. 67].

Although Levels 1 and 2 are also associated with the completion of compulsory education, the key competences have a higher level of difficulty when compared to the previous levels. Therefore these levels introduce problem solving skills, the systematic carrying out of procedures and the demonstration of learning outcomes following personal initiative. The learner is able to understand complicated instructions and carry out a range of tasks which require a range of developed skills. At Level 2 the learner is able to communicate information which is more complex than Level 1. Whereas Level 1 proactivity was supervised, it is now manifested out of own initiative and requires the learner to be responsive to problems which need urgent action. Some tasks are now carried with responsibility.

The competences of Level 4 include that a person must exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, and should supervise the routine work of others, take some responsibility for the evaluation and improvement of work or study activities. This means that a person must apply knowledge and skills to perform qualitative and quantitative tasks that require technical capacity normally associated with a technician's competence, one should supervises the quality and quantity of work of self and others' under quality assured structures, with responsibility and autonomy; and demonstrate an advanced level of key competences at this level as a basis for higher education [5].

The competences in Level 5 stress that a person should exercise management and supervision in contexts of work or study activities where there is unpredictable change; and review and develop performance of self and others. So it is self-revision that makes

a person manage projects independently that require problem solving techniques where there are many factors, some of which interact and lead to unpredictable outcomes; show creativity in managing projects, manage people and review performance of self and others; train others and develop team performance; express a comprehensive internalized personal world view reflecting engagement of solidarity with others; and have the learning skills to undertake further studies with some autonomy [5].

So, as the survey demonstrates, Level 4 is characterised by an advanced level of key competences which gives access to the short cycle of the first Bologna cycle, if one follows the academic route, which has the same parity of esteem as a national diploma. Theoretical knowledge at this EQF Level has become broad, and the learner is expected to analyse the knowledge and come up with principles and the application of procedures in broad contexts. Selection, evaluation and analysis are all in broad contexts and not limited to specific contexts as in the previous level. Progression to this level is distinguished by expertise in and application of a range of technical or academic skills, the introduction of qualitative and quantitative concepts of work, and the changing role of the learner to that of a supervisor. Whereas in the previous level he/she was autonomous and responsible for a limited number of one's actions, level 4 introduces responsibility for a wide range of competences of self and others, and the provision of solutions. The learner is responsible for carrying out his/her tasks effectively, monitors the work of others and implements quality assurance mechanisms. Although at first sight there seems to be a sudden shift from the descriptors of Level 4 to those of Level 5, the progression is gradual and the changes in the learning outcomes build upon the previous levels [5].

EQF Level 5 introduces aspects such as further learning and basic research, personal academic development, judgements on social and ethical issues, personal social responsibility, and the effective and efficient management of projects and colleagues. Level 5 descriptors emphasise the demonstration of technical and practical knowledge, even when communicating with people from different backgrounds. They highlight the present level of achievement and the self-assessment of prospects for career progression through access to higher education, where self-assessment is regarded as an evaluation of one's own abilities and failings [7] as well as the process of critically reviewing the quality of one's own performance and provision [4]. In this level there is a developed degree of autonomy and responsibility, and whereas in the previous level the learner had a supervisory role, now the role shifted to include aspects of management. This involves team building and training, and mastering of unpredictable problems [5].

Whereas learning and study in Level 5 was carried out with some autonomy, the learning skills at this level are developed such that learning, study and working can be done with a high degree of autonomy and responsibility. In a work context autonomy and responsibility is also demonstrated through decision making in terms of the administration of resources, the co-ordination of multiple complex factors, creativity and innovation. The learner assesses the situation and acts with responsibility for self, others and the organisation.

The descriptors for Level 7 state that specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields. In order to meet these demands a person must demonstrate specialised or multi-disciplinary knowledge that include reflecting on social and ethical responsibilities linked to the application of one's knowledge and judgements; can communicate to specialist and non-specialist audiences clearly and unambiguously work or study related conclusions and knowledge which may be the outcome of research, self-study or experience. The competences of Level 7 mean taking responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams; demonstrating autonomy in the direction of learning and a high level of understanding of learning processes; and having the

learning skills to allow continuation to study in a manner that may be autonomous or largely self-directed [5] where self-direction is regarded as «directed or guided by oneself, especially as an independent agent» [7]. So, learning skills in Level 7 include that a learner must make assessments of personal continuous professional development, take initiative to undertake self-directed study and may proceed to further specialization.

Knowledge at Level 7 may be specialized or multi-disciplinary as defined by the level descriptors of the QF/EHEA associated with this level. A characteristic feature of this level is that it introduces original research which has an impact on the need for knowledge, the skills to get the knowledge, evaluate and analyse the competences to produce original writing with responsibility and autonomy. The individual has developed a mastery of the knowledge and skills and is capable of adapting to new technological, economical and social challenges [5].

Communication and problem solving skills are also shaped by the degree of specialisation, by original research and experience. The judgmental response at Level 7 is done through critical evaluation and with limited and incomplete information. Whereas the learner at Level 6 could choose to specialise in one or more fields of study, professional expertise at Level 7 requires specialisation in a single area of study only. Compared to the responsibilities of the previous level which are restricted to the management of projects and people, the individual at Level 7 has more and wider responsibilities. These include responsibilities coming for one's operations within society and the organisation, and for adapting to the changing needs of the work or study environment.

Progression in the ways of self-actualization to Level 8 is characterised by an advanced level of expertise in the area of specialisation and knowledge is focused on the area of specialisation and does not include multi-disciplinary knowledge. Whereas in Level 7 an individual demonstrates capability to adapt to the changing needs of the environment, at Level 8 an individual reaches a level characterised by leadership and innovation in mastering research in work and study contexts. Thus Level 8 is distinguished by a higher degree of expertise and authority in a specialised field, which brings with it the responsibility for a number of projects related to the field. An individual with a doctorate or a more advanced qualification has the social responsibility to keep abreast with the technological, social and cultural challenges and to provide forecast and innovative ideas for future developments. This can only be achieved through continuous professional development at this level [5].

The conclusion. It is essential to keep all this information on the ways of self-actualization at all levels because a qualifications framework establishes self-actualization by clarifying learning pathways and progression through level-rating as well as by acting as a focal point for stakeholders to own quality in learning environments. This can encourage national QF to create greater coherence of national reform policies and establish a stronger basis for international co-operation, understanding and comparison. Above all, a qualifications framework is an added value to individual learners (and particularly parents of younger children) in terms of increased consistency, transparency, currency and portability. It is however the stakeholders such as career/school counsellors, trainers, recruitment agencies (including and in particular public recruitment units), teachers that ultimately sustain the benefits of quality that a qualifications framework offers to prospective learners.

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ФУНКЦІОНАЛЬНІ АСПЕКТИ ВЗАЄМОДІЇ СОЦІАЛЬНИХ МЕДІА І ДЕРЖАВНОГО УРЯДУ: ДО ПРОБЛЕМИ ІМПЛЕМЕНТАЦІЇ WEB 2.0

Розглядаються основні аспекти взаємодії уряду та його офіційних структур із соціальними медіа та мережами з урахуванням використання технології Web 2.0 у контексті досягнення основних цілей розвитку суспільства.

Ключові слова: Web 2.0, медіапростір, онлайн-уряд, соціальна мережа, соціальні медіа.

Рассматриваются основные аспекты взаимодействия правительства и его официальных структур с социальными медиа и сетями с учетом использования технологии Web 2.0 в контексте достижения основополагающих целей развития общества.

Ключевые слова: Web 2.0, медиaprостранство, онлайн-правительство, социальная сеть, социальные медиа.

The main aspects of governmental as well as institutional co-operation between social media and networkings are under study in the context of implementation of Web 2.0 in the process of achievement of core society's development goals.

Key words: Web 2.0, media space, e-government, social networking, social media.

Управління державою являє собою складний і багатоаспектний процес взаємодії громадян та суспільних інституцій задля прийняття найважливіших рішень у різних сферах життя соціуму і найповнішого та ефективного розвитку країни. Суттєву роль у даному процесі сьогодні відіграють соціальні мережі, які виникли внаслідок бурхливого розвитку Інтернет і поєднання обчислювальних, інформаційних, комунікаційних технологій із традиційними засобами масової інформації, одне з основних завдань яких – бути посередниками між політикою (та її складовими) і суспільством.

Аналіз феномена взаємодії соціальних медіа та політики наразі набуває значної актуальності в контексті активного впливу глобалізаційних процесів на всі сфери людського життя, у тому числі й систему управління країною та її інструментарій – угоди, процедури, конвенції, політичні плани та дії, що набувають но-