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Стаття надійшла до редакції 21.09.2021 р.

УДК 378.01./09.023.

DOI: 10.36550/2415-7988-2021-1-199-82-87

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FORMATION OF SOFT SKILLS AMONG FUTURE SPECIALISTS IN INFORMATION, LIBRARY AND ARCHIVAL AFFAIRS

Defining of the problem and the analysis of the last researches and publications.

Development and improvement of technological processes in information, library and archival

affairs requires training of highly qualified specialists who not only have fundamental and innovative knowledge and practical skills but are able to creatively and constructively solve professional problems in new conditions of informatization of the society. The modern paradigm of higher education in Ukraine is realized through most important components which is knowledge, skills and abilities that form professional competence of future specialists. The model of professional competencies includes two groups of basic skills: the first group, in the opinion of the specialists is soft skills; the second group is hard skills. Today, it is important to develop and improve soft or flexible skills, as they are important factors in high professional productivity. Monitoring of the labour market and studying the need for specialists in the above-mentioned field shows the high competitiveness of specialists with the appropriate level of soft skills. In today's world one has to have not only professional competencies. The ability to communicate harmoniously is an important factor in professional development. Experience shows that employees with a high level of social skills are always more successful and competitive. Soft skills are useful and necessary in any field. This is confirmed by Harvard and Stanford researchers, who found out that soft skills provide 85% success, because they will allow the specialist to adapt to new professional conditions, quickly solve non-standard tasks, easily retrain or change the field of activity.

The relevance and demand for the development of soft skills of students as a key factor in their professional growth is evidenced by a number of international events: in 2017 the classification of soft skills «The European skills, competencies, qualifications and occupations» (ESCO) was officially adopted. This classification represents 1384 skills and abilities required by modern labour market. A number of directives for the European universities which were to introduce new methods of teaching and learning soft skills were approved in 2018. For the same purpose the Euro passport was adopted in 26 European Union languages of the member states. This confirms that the universal nature of soft skills contributes to both vital and professional self-determination.

Analysis of recent research and publications. The analysis of scientific discourse on the formation of soft skills among university students confirms the relevance of this problem in scientific research of the national and foreign scholars. Therefore, the study of the phenomenon of soft skills in the educational policy of the world is in the field of view of Yu. Drozdova, O. Dubynina [1]. N. Kolyada, O. Kravchenko [4], S. Nakhod [6] discloses practical aspect of the formation of soft skills in the context of

professional growth. Scientific study of O. Lobodynska, O. Grydzhuk contains research of the problems and definition of prospects of the formation of social skills in the institutions of higher education [5]. Scientific research of S. Batsunov, I. Derecha, I. Kunhurova, E. Slizkova [1] present the description of cooperative forms, basic determinants of the development of soft skills, technologies for an individual route of development of a Bachelor, and methods of development of soft skills.

The purpose of the article is to substantiate the need for the formation of soft skills among university students, to suggest forms and methods of their formation among specialists in information, library and archival affairs.

Presentation of the main research material. The analysis of scientific literature [2; 3; 4; 5] regarding the definition of the essence of «soft skills» makes it possible to name these skills as soft, flexible, supra-professional, social, universal competencies, to get them not as secondary, additional to professional, but as important competencies related to communication and organizational aspects of professional activities and is a valuable key to the career growth.

Soft skills shape functional literacy. The essence and functioning of the concept itself has been studied in the national pedagogy for more than thirty years and is interpreted as the ability of an individual to understand and apply diverse information for successful functioning in new conditions in all spheres of the society. In this regard, it should be noted that the main indicators of functional literacy are social behaviour, language and culture, and mastery of the latest technologies. The importance of functional literacy is confirmed by the documents of UNESCO and the European Commission, which define the necessary minimum of such literacy as an important component in the process of professional self-realization and harmonious existence in a society [8].

Taking into account a wide range of scientific research of the national and foreign scientists [1; 2; 3; 4; 5], the main soft skills include sociability; critical thinking; customer orientation; management (of oneself, other people, projects); mentoring (assistance of an experienced person/a mentor in the process of mastering professional competencies); emotional intelligence (a set of skills and abilities, such as self-awareness, self-regulation, empathy and relationship management, which help to determine a person's emotional state, understand his/her intentions and motives for successful implementation of practical tasks). The very concept of «emotional intelligence» in science was introduced by the scholars at Yale University – Peter Salovey and John Mayer in the 90s of the XX century. This concept was preceded

by Thorndike's theory of social intelligence, which interpreted social intelligence as the ability to wisely understand and manage people; problem solving and decision making; management of acquired knowledge; nonviolent communication, which is based on empathy, that is the ability to empathize, respond emotionally to other people's experiences; work in conditions of uncertainty; lean production; ecological thinking; introspection and self-reflection.

Modern studies of emotional intelligence, as a leading feature of the competitiveness of a specialist allow us to identify such basic components as perception (first of all, individuals must recognize their own emotions and be able to manage them); understanding, which is the ability to identify the causes of certain emotions; management involves the ability to manage emotions, direct them to solve the tasks necessary for successful operation; application is the component which forms creativity, and individuality of an individual. As one can see, emotional intelligence is one of the most important abilities of a specialist without which it is impossible to fully implement soft skills.

To confirm our opinion, we turn to the list of basic skills that are most in demand among the Ukrainian employers, represented by A. Zinchenko and M. Saprykina: the ability to work in a team, solving complex problems, analytical thinking, ability to learn quickly, adaptability/flexibility, responsibility, initiative, literate written and oral language and emotional intelligence. The authors also rightly note that on the threshold of the fourth technological revolution, the skills such as strategic thinking, the ability to manage projects and change, IT literacy take the first place [5]. According to the results of the Davos Economic Forum, in addition to the above-mentioned skills, participants included in addition to the above skills such as creativity, interaction with people, ability to form their own opinions and decisions, ability to negotiate, and ability to quickly switch from one opinion to another. [3, p. 13].

In the context of innovation and educational transformations A. Solianyuk, exploring the problem of modernization of the approaches to determining the quality of training of information, library and archival professionals, grounds the use of Dublin descriptors (words and phrases to describe the content of the document), which underlie the European Qualifications Framework and which are the key in the content and the structure of the National Qualifications Framework of Ukraine. The professor rightly notes that the Dublin descriptors are mandatory for the formation of all specialties in higher education, including specialty 029 «Information, Library and Archival Affairs»... Dublin descriptors are specified in the content and the list of general competencies that

are an integral component of modern domestic educational standards and educational and professional programmes» [7].

Disclosing basic learning outcomes as «knowledge and understanding»; «application of knowledge and understanding»; «ability to form judgments and draw conclusions»; «communication skills»; «learning skills or ability to learn» these descriptors are designed to the students the ability to professionally build professional growth [7].

In accordance with the above-mentioned, we shall apply to the Standard of Higher Education of Ukraine in the specialty 029 «Information, Library and Archival Affairs» in the field of knowledge 02 «Culture and Art» for the first (Bachelor's) level of higher education dated of December 12th 2018 [8]. The document provides for the formation of soft skills of specialists in the implementation of general and professional competencies. Taking into account the research of the classification of soft skills S. Batsunov, I Derecha and others [1], we have conditionally divided the competencies that form necessary soft skills into four blocks.

Block I – basic communication soft skills:

General competencies 4. Ability to communicate in the national language both orally and in writing.

General competence 5. Ability to communicate in a foreign language.

General competence 6. Skills in the use of information and communication technologies.

Professional competence 6. Ability to maintain business communication with all subjects of the information market, users, partners, authorities and management, mass media.

Professional competence 9. Ability to use PR and other applied socio-communication technologies in a modern information technology infrastructure.

Block II – self-management (emotion management, ability to reflect, initiative):

«Integral competence». Ability to solve complex specialized tasks and practical problems in the field of information, library and archival work or in the learning process, which involves the application of the provisions and methods of information, library and archival work and are characterized by complexity and uncertainty.

General competences 2. Ability to apply knowledge in practical situations.

General competences 3. Knowledge and understanding of the subject area and professional activity.

Block III – Effective thinking:

General competence 1. Ability to abstract thinking, analysis and synthesis.

General competence 7. Ability to search, process and analyze information from various sources.

Professional competence 1. Ability to select, analyze, evaluate, systematize, monitor, organize, store, disseminate and make available information and knowledge in any format.

Professional competence 7. Ability to implement innovative technologies for the production of information products and services, improving the quality of information services to users of information, library and archival institutions.

Professional competence 8. Ability to design and create document and information resources, products and services.

Professional competence 12. Ability to create, populate and ensure the functioning of websites and web communities on the Internet.

Block IV – Management skills:

General Competence 8. Ability to evaluate and ensure the quality of work performed

Professional competence 10. Ability to administer social networks, electronic libraries and archives [8].

In order to analyze the attitude of students to the role of soft skills in professional growth and to improve the formation of soft skills in future professionals in information, library and archival affairs, applicants were asked to answer a number of questions. It was suggested to name the main qualities of the future specialist in information, library and archival affairs. The main qualities of higher education students were such as purposefulness, professional competence, ability to self-development, creativity, responsibility, ability to reflect, patriotism, social activity, stress resistance, tolerance, high level of communication culture, high level of self-organization.

The next task was to rank the presented options of soft skills needed by the future specialist: the ability to work in a team, sociability, critical thinking; customer orientation; enthusiasm; management (by-self, other people, projects); mentoring (assistance of an experienced person/mentor in the process of mastering professional competencies); emotional intelligence; ability to solve complex problems; ability to learn quickly; adaptability/flexibility; responsibility, initiative, competent written and oral language.

The first positions were taken by such skills as sociability, responsibility, ability to learn quickly, initiative, ability to work in a team. The following are critical thinking, management (self, other people, projects), competence in written and oral language, ability to solve complex problems, adaptability/flexibility. The last positions were taken by mentoring and emotional intelligence. This is due to the lack of awareness of students, which requires systematic explanatory work.

Among the forms of acquiring flexible skills, the students included conducting webinars,

trainings, consultations of teachers, elaboration of special literature, preparation of presentations in the process of studying academic courses.

To the question «Which courses do you think develop soft skills?» the students named «The Ukrainian language (for professional purposes)»; «History of the Ukrainian Culture»; «Philosophy»; «Rhetoric», «Information Resources», «Ethics and Psychology of Business Communication».

Among the factors that most influence the formation of soft skills, students included higher education, professional associations, personal beliefs, and mass media.

The results of the survey showed: 1) insufficient level of information about the nature and the ways of acquiring soft skills; 2) undergraduates are more focused on practical activities, self-development and self-improvement; 3) the need to develop these skills as an important step towards professional growth.

We offer forms and methods that can be implemented in the process of teaching courses in order to develop soft skills. «Documentary linguistics», «The Ukrainian language for professional purposes», «Information resources», «Activities of information institutions», etc.

Thus, in practical classes on documentary linguistics, the Ukrainian language (for professional purposes), international communication and project activities in the course «Modern megacultural centers (libraries, museums, archives)» the soft skills are formed during the preparation of presentations, mini-studies of problematic topics. For example, in documentary linguistics «The value of scientific research of linguists for the formation of modern ideas about the text», «The essence of the links of documentary linguistics with other fields of knowledge» and others. The presented forms of education promote in-depth mastering of theoretical material, activate cognitive-motivational motives of students, improve skills of business communication.

Gaming technologies remain popular and effective. Experience shows that educational games form the ability to apply the acquired knowledge in specific practical situations of professional orientation, determining the creative approach and development of personal potential. In this context, it is advisable to characterize interactive teaching methods, such as working in pairs (telephone conversations); error analysis (editing the texts of personal official documents); role play during the study of business documents «training a manager»; master class «Forming a career folder: a documentary aspect»; business game «Conducting and documenting meetings of the student body», a competition to compile a questionnaire for a freshman in the field, a discussion with the invitation of experts in the

field, the method of interviews. An effective form is to conduct training sessions, in particular on the conclusion of organizational and administrative documents, preparation of the presentation «Twenty major innovations of the Ukrainian spelling in 2019» and others.

According to the experts, case technology as a teaching method is used to use communicative and creative abilities of students, teach them to acquire knowledge and form professional competencies. This method is to use specific situations (cases) to analyze or discuss and formulate certain solutions. Cases can represent packages of educational and methodical materials that need to be creatively developed and final tests. Thus, in practical classes, mini-cases are formed to study key topics. Relevant are the video conferencing technologies that implement two-way audio and video communication, information and computer technologies related to computer learning using a variety of training programmes.

These forms and methods form a high level of communicative competence, promote a creative approach to solving professional problems, develop independence and initiative, improving and developing soft skills.

Conclusions and prospects for further direct exploration. Studies of the problem of developing soft skills among university students confirm its relevance and demand. The available scientific and methodological elaborations prove that soft skills are crucial for employment, so they need comprehensive research.

Undoubtedly, the main purpose of the university educational process is to train highly qualified specialists, to organize cognitive and practical activity of a student, aimed at self-development and performance of professional tasks. Therefore, the presented forms and methods of forming soft skills determine effective business communication in further professional activity, as they are based on real life scenarios and experience gained during the internship. Natural integration of interactive methods with problem-based learning will significantly improve the process of forming the skills needed by the specialist; improve his/her emotional intelligence, thus ensuring a high level of competitiveness of information, library and archival specialists in the labour market.

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Стаття надійшла до редакції 21.08.2021 р.

УДК 378.011.3-051:78] : [908:78

DOI: 10.36550/2415-7988-2021-1-199-87-92

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МУЗИЧНО-КРАЄЗНАВЧИЙ КОМПОНЕНТ ЯК СКЛАДОВА ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ МУЗИЧНО-ОСВІТНЬОГО І МИСТЕЦЬКОГО СПРЯМУВАННЯ

Постановка та обґрунтування актуальності проблеми. Підготовка фахівців музично-освітнього і мистецького спрямування здатних комплексно володіти усією палітрою музично-виконавських, інтерпретаційних, образно-виражальних, вербальних та психолого-педагогічних технологій потребує на сьогодні оновлення. Це можливо здійснити через введення у навчальні програми регіонального музично-краєзнавчого контенту. Він не тільки розширить і збагатить змістову лінію фахових спецкурсів, лекційних і практичних занять, урізноманітнить музичний репертуар, але й сприятиме напрацюванню здобувачами вищої освіти здатності до детального культурно-мистецького аналізу явищ і процесів як загального, так і регіонального змісту. Стимулюватиме у студентів розвиток пошукових навичок,

створить підґрунтя для вивчення і дослідження музичної культури опираючись на історичні, мистецтвознавчі та емпіричні напрацювання у галузі музично-краєзнавчих наукових досліджень та забезпечить оригінальність освітньої програми.

Аналіз останніх досліджень і публікацій.

Краєзнавчий аспект розвитку освіти та виховання досліджено у працях сучасних науковців: О. Сухомлинська, В. Струманський, С. Совгіра, О. Тімець, О. Кашаба та інші; художньому краєзнавству мистецької галузі присвячені роботи Л. Масол, Н. Миропольської, Т. Анікіної та ін.

Музичне краєзнавство як частина напряму мистецтвознавчих і музично-педагогічних досліджень в регіональному концепті України розглядалося у працях І. Боднарук, М. Загайкевич, О. Залуцького, О. Кавунник,