

FORMATION OF THE FUTURE PHILOLOGISTS' PROFESSIONAL COMPETENCE OF AS A PEDAGOGICAL PROBLEM

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In recent decades in Ukraine, as in most post-Soviet countries, in the context of changing social priorities, the introduction of the humanistic paradigm has changed the demands for education, in particular, higher education. The reason for this is the growing understanding that the main value of modern society is a professionally and socially competent person, capable for effective activity in various fields. According to M. Tkachenko, the humanistic educational paradigm recognizes a person as the main value, considering culture and society as interrelated determinants of education aimed at supporting the processes of individual self-development and self-determination of personality. The main task of educational institutions is the development of personality, and the main result is the formation of a unique individual [3, p. 45].

In this context, the problems of adaptation of higher educational institutions graduates to the needs of the society are of paramount importance, and education is of particular urgency, as there have been dramatic changes in all spheres of social life over the last decades. Overcoming of identification with other subjects in the educational process is possible in the con-

ditions of development in the personality the ability to determine the individual life purpose and means of achieving it. Due to this, the functions of modern education are complicated and their orientation changes. While in the earlier stages of society, the role of education has largely been to transfer social experience from the older generation to the younger, then today its function is to stimulate and develop an independent creative personality. The transfer of basic accents from the cognitive plan (system of knowledge, skills and abilities) to the development of creative abilities of the professional has led to a change in the nature of modern education and training. The need for personnel capable of creating optimal conditions for self-development, self-education and self-realization of the personality in various spheres of professional activity has increased. This situation explains the need to reform higher education. The purpose of the high school reform is to turn it into a school of professional and spiritual formation of the professional philologist personality.

The directions of the state policy in the field of higher education are defined by the laws of Ukraine, the corresponding state documents, consistent with the pan-

European recommendations on language education. Among the priority areas of public policy for the development of higher education are the following:

- personal orientation of higher education;
- formation of national and universal values;
- constant improvement of the quality of education, updating of its content and forms of organization of the educational process;
- introduction of educational innovations and information technologies;
- integration of national higher education into the European and world educational spaces.
- improving the social status and professionalism of education workers.

According to O. Uvarkina, the problems that are determined by the contradiction between the growing need of society for professionals who meet modern requirements and the lack of training of graduates of higher education institutions for professional activity can be solved by increasing the level of professionalism of higher education institutions graduates [4, p. 69].

In addition, according to N. Mazur, recently acmeological approach is spreading, focused on the disclosure of psychological reserves and personal potential of a professional – his ability, growth of personal will, stimulating the processes of goal-setting, goal-realization and goal-setting [2]. These theoretical approaches are consistent with the basic principles of education of the 21st century, formulated by the UNESCO International

Commission on Education: learning to know, learning to do (act), learning to be, learning to coexist.

According to K. Litvinova, with whom we fully agree, the idea of a person and his values should be based on the educational environment [1, p. 33]. The fulfillment of this condition requires solving the contradictions that exist today in the field of future philologists training: between orientation to the system of knowledge, skills as a basis for training and personal and professional development of the future specialist – erudite, cultural specialist, bearer of spiritual values of his own people and mediator in intercultural exchange; between the significant increase in information load in general and special education and the insufficient capacity of educational institutions to provide the proper conditions for the effective training of a philologist.

Due to this, the socio-psychological, organizational-pedagogical and theoretical-methodological aspects of the problem of formation and development of professional competence of students of philological specialties are of particular relevance. The solution to this task is most responsible for a competently oriented student training system.

Literature

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