

KEY EDUCATIONAL COMPETENCES AND INFOMEDIA LITERACY COMPETENCES: THEORETICAL ASPECT

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COMPETENȚE EDUCATIONALE CHEIE ȘI COMPETENȚE DE ALFABETIZARE INFOMEDIA: ASPECT TEORETIC

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Abstract. The article provides an updated list and names of key competencies that formed the basis of the key competencies of the «New Ukrainian School» and are taken into account in the State standard of basic secondary education and comprehensive skills and abilities for all competencies. It is noted that different levels of education play a leading role in the acquisition and development of basic competencies: preschool, school, professional, retraining, self-education, lifelong education. Modern competitive conditions on the labor market require the education system to focus on the formation of a specialist not so much as knowledge, but professional competences that will allow solving various tasks of today. Accordingly, the basis of systemic transformations of the educational process should be a clear understanding of the set of competencies, which are developed within each branch and on the basis of which its meaningful characteristics should be formed. In competence education, the formation of personal values, aspirations and readiness to realize one's potential are important, in particular, the ability to work with information - to search, select, analyze, and use it. Since the key educational competencies are both general and universal in nature, the competencies of infomedia literacy do not always clearly fit into them or clearly correlate with them. However, key educational competencies can be considered a superstructure based on subject competencies, and in higher education, on professional competencies. And this provides ample opportunities for the implementation of infomedia literacy and the formation of an appropriate complex of knowledge, skills, abilities,

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Today, it is an indisputable fact that the key feature of the development of modern society is the informatization of all spheres of its life activities. The process of informatization of education is an integral component of informatization of society and all areas of educational activity. This poses new tasks for educators, changing the requirements for the competencies of modern pupils and students. As a result, taking into account the modern level of informatization,

the paradigm of education is also changing, where learning is becoming more and more person-oriented, emphasis is placed on the independent and individual work of education seekers. The role of global telecommunications in this process is growing and this leads to a new understanding by graduates of educational institutions of their professional activities in the modern information society. Hence, cardinal transformations are taking place in the educational space, and the general trend of informatization of society is the development of media competence. In particular, in the field of higher education, attention is focused on the formation and development of students' media competence as a key figure in media education. That is why one of the key tasks of the teacher is the development of the student's media competence, which is necessary for future specialists of all fields.

Each professional environment produces requirements for professional competences, taking into account the field and type of activity, forms and methods of work, connections with related environments, etc. Individuals acquire these professional traits either during the period of basic training, or during retraining, or directly at the workplace. Therefore, the list of professional competences changes depending on the requirements of society in accordance with the specifics of a certain country or region and the labor market situation. However, there are such personal qualities that every professional environment requires. We believe that the competitiveness of applicants depends on communicative competence, which is closely related to language and speech competence. After all, it is thanks to them that «overcoming communication obstacles» takes place. However, verbal and non-verbal communication strategies require the possession of modern intermediary tools, and, accordingly, the readiness of a person to develop competences «for personal realization and development, employment, social integration, sustainable lifestyle, successful life in peaceful societies, life management, which involves caring for health and active citizenship» [9]. Undoubtedly, the key educational competencies are closely interrelated, which ensures the full-fledged formation of the personality. Communicative and informative competence are especially correlated with the projection on the requirements of the modern educational environment and new challenges that appeal to infomedia literacy. Therefore, we consider it relevant to look at the correlation of the content of the key educational competencies with the block of the newest,

The substantiation of the theory of competences belongs to foreign scientists, including: D. Mertens, A. Shelton, R. Bader, O. Khutorsky, and others. Aspects of the understanding and application of the competence approach and its components at various stages of education were considered by Ukrainian scientists: T. Baibara, N. Bibik, M. Golovan, I. Ermakov, V. Kraevskiy, M. Leshchenko, V. Lozova, P. Matyushko, O. Ovcharuk, O. Onoprienko, O. Pometun, O. Savchenko, B. Chyzhevsky and b. others

In modern science, prerequisites have been created and a certain fund of humanitarian knowledge has been accumulated for the analysis and solution of the problem of the development of media competence of a university student. The influence of communication technologies on cognitive processes in society was and remains a topical subject of domestic (V. Ivanov, T. Ivanova, O. Volosheniuk, O. Zalyubivska, G. Onkovich) and foreign researchers (O. Fedorov, A. Levytska, N Chicherina, S. M. Worsnop, M. McLuhan, J. D. Pons, A. Silverblatt, etc.).

The positive experience of the independent organization «Academy of the Ukrainian Press» (AUP) [1], which inspires key initiatives in the field of media education and one of the important long-term tasks of which is to form critical thinking and media literacy skills in civil society. Therefore, among the goals of the AUP is to support media educators by preparing partial programs for preschool children and educational programs for general secondary education institutions, for students of pedagogical institutions of higher education, pedagogical and scientific-pedagogical workers.

Significant positive changes in the understanding and practice of media education are taking place thanks to the project «Study and Distinguish: Infomedia Literacy», implemented in Ukraine by the Council for International Scientific Research and Exchange (IREX). The project involves representatives of higher educational institutions and IPPOs in various forms of cooperation and motivates their targeted activities with various categories of citizens in order to develop the skills to identify current problems in the media space, thoughtfully perceive media texts and critically interpret them, implement elements and competencies of infomedia literacy in professional activities.

Today's educational environment is focused on the development of a competency-based model of education instead of a qualification model. Attention is directed not only to the proper level of professional knowledge and skills, but also to their practical application, functionality, and the qualities of social cooperation, psychological compatibility, mental autonomy, motivation, reflexivity, etc. are of particular importance. In competence education, the formation of personal values, the desire and readiness to realize one's potential, in particular, the ability to work with information: to search for it, select it, analyze it, and use it, are important.

We believe that understanding the interrelationships between competencies at various stages of educational activity will contribute to the quality of the educational process, in particular the effectiveness of the education system, increase in personal development, social integration and active citizenship, expansion of employment opportunities, etc.

The concept of competence is understood as the ability of an individual to behave effectively, adequately, skillfully, and productively in professional and personal environments. «Structurally, competences are defined as a combination of knowledge, skills and attitudes, where: knowledge consists of facts and figures, concepts, ideas and theories that are already established and support the understanding of a certain area or subject; skills are defined as the ability and capacity to implement processes and use existing knowledge to achieve results; Attitudes describe the dispositions of perception and attitude toward ideas, a person, or a situation and prompt appropriate reactions or actions» [2].

Production / acquisition of competences correlates with degrees of education and personal and social factors that actualize the application of competences. If you try to establish a relationship between different levels of competence, it is advisable to rely on the age periods when a person begins to practice certain skills, apply knowledge and skills. When an individual is formed, then basic personal qualities are developed and consolidated, the totality of which manifests in practice attests to the acquisition and possession of certain competencies. Therefore, it seems obvious that there is a connection between the levels of education and the levels and types of competences.

The school educational environment ensures the development of key educational competencies, which «set general and branch (subject) competencies as a desired learning outcome at each level of education (for example, elementary, primary, and high school)» [2]. And training for the purpose of professional activity produces «abilities to act effectively and achieve results in a specific sphere of human activity» [2].

«Professional competence is an integrative characteristic of a specialist's business and personal qualities, which reflects the level of knowledge, skills, experience sufficient to achieve a goal in a certain type of professional activity, as well as the specialist's moral position» [5, c. 722].

According to research, professional competence in the domestic educational space is understood as «the basic characteristic of a specialist's professional activity, which includes both substantive (knowledge) and procedural (skill) components; the main essential features

are: mobility of knowledge, flexibility of ways, methods, techniques, approaches of professional activity and critical thinking; formation of professional competence is a mandatory component of the content of training, which occupies a priority place in the general professional training of the future specialist» [8, p. 36]. It is worth noting that in the domestic scientific and educational environment, this concept continues to be understood from different points of view [8; 12].

The organization of the educational process of obtaining a certain specialty (in higher education institutions) requires the presence in the professional standard / educational program of a list of competencies that will ensure a high-quality level of activity for the graduate. They have a general and professional character, and their development is possible on the basis of mastery of key educational competencies formed during schooling.

From a didactic point of view, the educational competencies of the middle level of education by type (key, general, subject) are correlated with the hierarchy of competencies of professional education (integral, general, specialized). The Recommendation of the Council of the European Union on Key Competences for Lifelong Learning defines them as follows: “these are the ones that all people need. They are developed in terms of lifelong learning, from early childhood throughout adulthood, and through formal, non-formal and informal learning in all contexts, including the family, school, workplace, neighborhood and other communities» [9].

From the point of view of importance, all key competencies are equal, because each one in particular and their combination contribute to the successful realization of an individual in society. In many professional and personal contexts, the skills of analytical and critical thinking, problem solving, teamwork, creativity, communication and negotiation, intercultural communication are necessary.

In the Framework program of key competences for lifelong learning (2018), defined by the European Union, the list and names of key competences have been updated:

1. Literacy (literacy competence).
2. Language competence (languages competence).
3. Mathematical competence and competence in science, technology and engineering (mathematical competence and competence in science, technology and engineering).
4. Digital competence (digital competence).
5. Personal, social and learning competence (personal, social and learning competence).
6. Civic competence.
7. Entrepreneurship competence.
8. Cultural awareness and expression competence [9].

These same competencies formed the basis of the key competencies of the «New Ukrainian School» and are taken into account in the State Standard of Basic Secondary Education (CMU Resolution No. 898 of 09/30/2020) [4].

The need to include the development of infomedia literacy competencies exists at all stages of educational and self-educational activities. In general, this is a requirement of the information age, more specifically, the need to avoid situations of unsuccessful communication, the causes of which can be:

- stereotypes – simplified opinions about individuals, situations, problems, as a result of which there is no objective analysis and understanding of them;
- oversaturation of the communicative space with information that prevents the adoption of balanced decisions, leads to unnecessary emotional loads;
- «prejudiced ideas» - a tendency to ignore new, unusual, things that contradict established views;

- various manifestations of xenophobia;
- lack of attention and interest in the interlocutor due to lack of awareness of the importance of information that can be obtained from him in order to prevent unwanted developments;
- ignoring the facts or the habit of drawing conclusions in the absence of sufficient evidence;
- wrong choice of communication strategy and tactics;
- errors in the construction of statements: incorrect choice of words, complexity of the message, weak persuasiveness, illogicality [10].

Considering the listed reasons for communication failures, we can admit without exaggeration that nowadays the experience of working with information is a great «capital» that allows an individual to plan and implement his own life strategies, avoiding conflicts, crisis situations or mitigating their impact. In this case, the competences of infomedia literacy can act as support.

If you pay attention to the word «literacy» in the name of competence, you can build certain associations based on the synonymy of the lexeme «literate» in its figurative meaning - «who has the necessary information in a certain field, knowledge in a certain field, business» [11: 2, p. 156]: experienced (who has experience in some field of work, knowledge, in life); colloquial units: beaten, grated (in the phraseological expression a grated kalach), beaten (in the phraseological expressions a beaten jack, bug, trump), shot, shelled (in the phraseological expressions a shot bird / bird, sparrow), swept (about a person with a lot of life experience), scholar [scientist], learned, learned (who gained experience at the cost of losses, punishment, etc.); practiced (about a specialist); kind, good, literate, skillful, knowledgeable; obsolete words: experienced, tempted [3]. All together and each particular word has a semantics that appeals to the ability to perceive reality, the possibilities of activity, the understanding of values, etc. Therefore, information and media literacy means: orientation in a specific environment, the ability to effectively interact with it, readiness and ability to use it in various communication situations; knowledge of the means of regulating actions based on life experience.

Infomedia literacy competencies correlate with many basic educational, professional, and key lifelong learning competencies. Since the key educational competencies are both general and universal in nature, the competencies of infomedia literacy do not always clearly fit into them or clearly correlate with them. But if we take into account that the key educational competences are the superstructure that is based on subject competences, and in higher education institutions - professional competences, then we understand the wide possibilities of implementing infomedia literacy and forming the appropriate set of knowledge, skills, abilities, and attitudes precisely at the level of academic disciplines.

Modern realities require an individual to study even after obtaining a certificate and diploma, as the changing conditions of the labor market require applicants to adapt to them. Therefore, at the end of the 1990s, the European Parliament and the Council of Europe adopted the concept of «lifetime learning» declared in the writings of British scientists as the basis of a new educational policy. This approach is due, in particular, to digitization and extremely accelerated information flows in all spheres of life and activity of people of all ages.

A number of terms are used to define «lifelong learning»: continuing education; permanent education; lifelong education, etc. According to specialists of the National Institute of Strategic Studies, «in the content of continuous education, it is customary to distinguish three main significant components related to the education of the adult population: literacy in the broad sense, including computer, functional, social, etc.; professional training, including professional

training, retraining, advanced training (job qualification); general cultural additional education not related to work (life qualification)» [6].

The following skills and abilities can be considered cross-cutting for all competencies:

- 1) read with understanding, which involves the ability to emotional, intellectual, aesthetic perception and awareness, understanding of information recorded (transmitted) in different ways or reproduced by technical devices, which includes, in particular, the ability to detect hidden and obvious information, express assumptions, prove the reliability of arguments, supporting one's own conclusions with quotes and facts, expressing ideas related to understanding the text after analyzing it and selecting counterarguments;
- 2) to express one's own opinion in oral and written form, that is, verbally convey one's thoughts, feelings, beliefs, taking into account the goal and participants of communication, choosing appropriate speech strategies for this;
- 3) to think critically and systematically, which is revealed in the definition of characteristic features of phenomena, events, ideas, and their interrelationships, able to analyze and evaluate the evidence and weight of arguments, take into account opposing opinions and counterarguments, distinguish between facts and their interpretations, recognize attempts to manipulate data, using various resources and methods of evaluating the quality of evidence, reliability of sources and reliability of information;
- 4) make decisions, which involves the ability to choose ways to solve problems based on understanding the reasons and circumstances that lead to their occurrence, achieving the set goals with forecasting and taking into account possible risks and consequences;
- 5) solve problems, which involves the ability to analyze complex situations, formulate problems, put forward hypotheses, practically verify and justify them, obtain the necessary data from reliable sources, present and argue solutions;
- 6) cooperate with others, which involves the ability to justify the benefits of interaction during joint activities, plan own and group work, support group members, help others and encourage them to achieve a common goal.

Different levels of education play a leading role in the acquisition and development of basic competencies: preschool, school, professional, retraining, self-education, lifelong education. In this context, we correlate universal types of competencies (psychosocial, key, by types of multiple intelligence, by types of professional activity) with A. Maslow's hierarchy of needs (physiological, self-preservation, social, recognition / respect, self-expression). We see here the same regularity of «accumulation» / intensity - from the satisfaction of physiological and psychosocial needs to self-realization in private or professional activities.

Modern competitive conditions on the labor market require the education system to focus on the formation of a specialist not so much as knowledge, but professional competences that will allow solving various tasks of today. Accordingly, the basis of systemic transformations of the educational process should be a clear understanding of the set of competencies that are developed within each field and on the basis of which its meaningful characteristics should be formed.

In competence education, the formation of personal values, aspirations and readiness to realize one's potential are important, in particular, the ability to work with information - to search, select, analyze, and use it. Since the key educational competencies are both general and universal in nature, the competencies of infomedia literacy do not always clearly fit into them or clearly correlate with them. However, key educational competencies can be considered a superstructure based on subject competencies, and in higher education, on professional competencies. And this provides ample opportunities for the implementation of infomedia

literacy and the formation of an appropriate set of knowledge, skills, abilities, and attitudes precisely at the level of general education and professional educational disciplines.

In the social, professional and personal context, the individual is required to be aware of the competences of infomedia literacy and to acquire the minimum necessary work experience, namely their correlation with the competences of lifelong learning. The former have tactical and operational dimensions, the purpose of the latter is strategic. We believe that understanding the interrelationships between competencies at various stages of educational activity will contribute to improving the quality of the educational process, in particular the effectiveness of the education system, increasing personal development, social integration and active citizenship, expanding employment opportunities, etc. Taking into account the significant increase in the amount of information and the forms of its distribution, we associate the prospects for further research with the practice of implementing the competences of infomedia literacy, that are designed to help an individual successfully cope with decoding information flows. The relationships under consideration are dynamic in nature, so their study is open to discussion.

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