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“TIME COMPETENCE” AS A DEVELOPMENT TOOL OF PROFESSIONAL IMAGE OF APPLICANTS OF EDUCATION IN INSTITUTIONS OF DIFFERENT LEVELS OF ACCREDITATION

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It is analyzed in the article “competency in time” as a means of developing the professional image of applicants for education in institutions of different accreditation levels. There are highlighted characteristics of the “professional image”, “competence in time”. They will enable future specialists of socio-economic professions to effectively carry out their professional activities. Scientists interpret “image” differently, focusing on its polysemantic category. It characterizes the style of professional and pedagogical activity, the manner of communication, the ability to individualize one’s image, to give it aesthetic expressiveness.

There are summarized definitions of the terms “image”, “professional image”. It is defined “professional image of a specialist in socio-economic professions” in the context of the study of the raised problem. It is an integrated image that combines internal and external characteristics. It also arises in the minds of other people in the communication process with him. It was established that “temporal competence” involves the effective organization of professional activity in accordance with the challenges of time and space. It creates conditions for professional self-realization. “Competence in time” is defined as the presence of knowledge, abilities and skills, experience in organizing one’s time resources, adequate perception of temporal reality.

The development of the professional image of applicants for education in educational institutions (colleges) and higher education will take place more effectively if the case method is used. Attention is focused on three aspects of the case method: as a specific teaching method, as a paradigm of activity and way of thinking, and as a field of creative activity. It has been established that the simplest are “choice cases”, “closed” cases that contain all the necessary information – a description of a situation that has two solutions. It is presented an indicative scenario of organizing a lesson on the development of “time competence” according to the case method, consisting of four stages (organizational, preparatory, analytical, final).

Keywords: time competence; image; professional image; case method; professional training; development; education seekers; specialists in socio-economic professions; professional preliminary educational institutions; higher educational institutions.

«КОМПЕТЕНТНІСТЬ У ЧАСІ» ЯК ЗАСІБ РОЗВИТКУ ПРОФЕСІЙНОГО ІМІДЖУ ЗДОБУВАЧІВ ОСВІТИ У ЗАКЛАДАХ РІЗНОГО РІВНЯ АКРЕДИТАЦІЇ

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У статті проаналізовано «компетентність у часі» як засіб розвитку професійного іміджу здобувачів освіти у закладах різного рівня акредитації. Серед характеристик «професійного іміджу» виділено «компетентність у часі», що дасть змогу майбутнім фахівцям соціономічних професій ефективно здійснювати професійну діяльність. Визначено «компетентність у часі», як наявність знань, умінь і навичок, досвіду в організації своїх часових ресурсів, адекватне сприйняття часової реальності. Розвиток професійного іміджу здобувачів освіти у закладах передвищої та вищої освіти відбуватиметься ефективніше за умови використання кейс-методу. Представлено орієнтовний сценарій організації заняття з розвитку «компетентності в часі» за кейс-методом.

Ключові слова: компетентність у часі; імідж; професійний імідж; кейс-метод; професійна підготовка; розвиток; здобувачі освіти; фахівці соціономічних професій; заклади фахової передвищої освіти; заклади вищої освіти.

Nowadays, one of the most urgent directions of modernization of the education system of Ukraine is integration into the European educational space. The final result in the implementation of the initiated innovative transformations in the field of professional development of specialists in socio-economic professions depends on a constructive solution to this problem. In particular, it is relevant for specialists in social work. In this regard, the requirements for the personality of a social work specialist and his image are significantly growing. The development of the professional image of specialists in socio-economic professions should take place throughout their entire lives. In particular, it should start with studies in professional preliminary and higher educational institutions. It should also continue in the professional activity's process.

The professional image of a specialist in social work becomes the main resource. This factor will ensure high prestige and successful functioning of the sphere of social services in general and a specific social institution, in particular. A social worker is a key figure in the field of social services. The success of professional activity and the creation of a positive image around oneself depends on the level of his professionalism, professional skill, psychological literacy, pleasant appearance, vocabulary, gestures, look and other factors.

As practice shows, many specialists in the socio-economic field cannot present themselves decently. Although they have a certain competence. One of the reasons for this phenomenon

is the inability of a social work specialist to present himself as a highly qualified specialist due to his inability to do so at the proper level. Often this leads to the reputation of a non-professional. It doesn't correspond to reality. On the other hand, many specialists in the social sphere do not actually have an adequate business reputation and the professional image necessary for success.

It is necessary to single out "time competence", as a significant personal characteristic of the professional image of a social work specialist. It will make it possible to effectively carry out professional activities. Therefore, applicants for education of various accreditation levels should develop the necessary skills and time management skills, forming the appropriate competence in time. It should be done in order to optimize professional activity and develop a professional image.

Despite the fact that the majority of modern specialists in socio-economic professions are qualified, many of them lack the necessary level of competence in time. It is manifested in time planning failures, choosing optimal time management methods, inability to control time, fighting time "eaters", etc. The development of time competence will contribute to the elimination of the shortcomings of the professional activity of social work specialists. It will improve their professional image. Thus, the study of "time competence" as a means of developing the professional image of applicants for education in institutions of different accreditation levels is an urgent problem of modern psychological and pedagogical science.

The problem of the development of the image of the individual was considered in their studies by domestic (K. Atamanska, O. Borovento, T. Vakhrusheva, O. Horovenko, N. Guzii, L. Kaidalova, A. Kaliuzhnyi, A. Kovalchuk, V. Matsenko, M. Navrotska, N. Oliinyk, E. Perelyhina, O. Plahotnik, O. Soroka, V. Shepel and others) and foreign (P. Bird, K. Boulding, N. Webster, A. Dodge, A. Dreyer, L. Roberts and others) scientists.

The essence of "professional image" is presented in the scientific works of O. Kovalova, A. Kononenko, A. Korkishka, S. Maskalianov, I. Nikolaescu, I. Razmolodchikova, and others. In particular, O. Kovaleva analyzes the psychological features of the formation of the foundations of the professional image of future teachers [6]; A. Kononenko defines the psychological components of the individual image of a modern teacher [7]; A. Korkishko substantiates the pedagogical conditions for the formation of the professional image of future masters of pedagogy of higher education [8]; M. Navrotska investigates the peculiarities of the development of the professional image of a teacher in the system of postgraduate pedagogical education [10]; I. Razmolodchikova studies the formation of the professional image of a primary school teacher in the process of studying professional disciplines [13]. Despite the attention of researchers to this problem, some of its issues remain unsolved. Insufficient attention is paid to the development of the professional image of future specialists in socio-economic professions through the development of "time competence".

The purpose of the article is to study "time competence" as a means of developing the professional image of applicants for education in institutions of different accreditation levels.

The term "image" is of Latin origin. It is used in French (*image*) as a picture, in German (*imagine*) as an imaginary image, in English (*image*) as an icon, idol, figurative expression. Translated from English, "image" literally means image, picture, reflection [10].

According to modern imageology, a person's image (from the French *image* – image) is not just an image of a person. It is a set, a complex of certain qualities that are associated with a person's individuality. It determines everyone's place in the structure of social

interpersonal and professional relations [1].

Scientists understand the image phenomenon in different ways. Let's consider the most common scientific approaches to the interpretation of this concept. Thus, "image" can be defined as formed in the mass consciousness and such that it has the character of a stereotype, a strongly emotionally colored image of something or someone. According to H. Pocheptsov, building an image can be described as "communicative programming, since it is about selecting the most favorable formats" [12, p. 40].

According to V. Matsenko, "an image is an emotionally colored stereotype of the perception of a phenomenon, a person, by the mass, average consciousness. Image is you through the eyes of others, or how others see you" [19, p. 4]. In turn, N. Guzii proposes to consider the concept of "image" as "a polysemantic category that characterizes the style of professional and pedagogical activity, the manner of communication, the ability to individualize one's image, to give it aesthetic expressiveness" [2, p. 29].

When considering the professional image, it should be noted that this is the idea of a person as a specialist or professional. An effective image is a perception of a business person in society. It helps him successfully solve the following tasks: achieve self-respect and inner self-comfort, move up the social ladder, improve professional results. The professional image inherent in every profession forms a set of external and internal individual, personal and professional qualities. It is aimed at demonstrating a person's desire, readiness and ability for subject-subject communication. On the basis of M. Navrotska's dissertation research [10], we concluded that the professional image of a specialist in socio-economic professions is an integrated image that combines internal and external characteristics. It arises in the minds of other people in the process of communication with him.

Unfortunately, in recent years, respect for the profession of a specialist in social work has not increased. On the contrary, there has been a devaluation of the social prestige of this profession, the leveling of the results of its activity. In this regard, it is necessary to focus efforts on raising the profession of a social work specialist, developing his motivation to create a positive professional image.

For the first time, the concept of "time competence" was introduced into psychology by E. Shostrom in the 60s of the 20th century. This phenomenon was described by R. May, one of the authors of existential psychology. Time competence, in his opinion, presupposes the presence of mental health. Its presence means the absence of resentment, regret, and guilt about the past. At the same time, the present time is expressed in wishes, flexibly and realistically connected with the future. Time competence, according to E. Shostrom, is a special mechanism of self-regulation, a personal trait that is determined by the presence of a high level of self-awareness, critical reflection and purposeful planning for the future [15]. N. Pidbutska considers "temporal competence" a characteristic of the subject of activity. It is manifested in the organization of one's own activity in accordance with the time space and its requirements, in an adequate idea of the past, present and future. It will contribute to self-actualization in any field of activity. Professional time competence involves the effective organization of professional activities in accordance with the challenges of time and space. It creates conditions for professional self-realization [11].

Among the characteristics of time competence, we consider the following to be of primary importance: connectedness, structuredness of past, present and future events in the

space of the individual's life world; regularity of time as the ability of a person to determine the optimal periods for carrying out his activities, establishing their sequence and content hierarchies.

So, as a result of the theoretical analysis, we discovered that the concept of "time competence" ("temporal competence") is a complex formation related to time. Based on the research of a group of scientists [5], we will understand "time competence" as the presence of knowledge, abilities and skills, experience in organizing one's time resources, and adequate perception of temporal reality.

Time competence reflects the ability to rationally plan and use working time. It includes an adequate assessment of time consumption ("sense of time"), the ability to construct a program to achieve a goal in the time continuum (space), and correctly determine time consumption. The presence of "competence in time" determines the success of professional activity, and accordingly the professional image of a specialist in socio-economic professions.

The formation of the professional image of the recipients of the soviets in institutions of different levels of accreditation is a rather complex process. It is based on the principles of sustainable motives, a system of professional knowledge, skills, and self-esteem. They ensure the achievement of the set goal and results. It should be taken into account the fact that a positive image does not arise by itself, it requires targeted systematic work on itself.

We define the concept of "development of the professional image of a social work specialist" as a purposeful process. During this process positive changes in external appearance, internal image, and manner of communication occur through the application of a complex of forms, methods and tools used during professional training and self-education. To develop a professional image, students must master the techniques of self-diagnosis, self-knowledge, and self-evaluation.

The time competence contributes to the formation of a coherent system of value orientations and the establishment of an integrated and constructive lifestyle. In turn, "lifestyle is an individually chosen, stable, integral, hierarchically organized system of means of organizing the interaction of an individual with his social environment in order to realize his own meaning of life. Integrative characteristics of lifestyle are value orientations and direction of personal interests. They are the starting point of life planning and self-management" [3, p. 193–194].

The technological approach to managing one's own time consists of the following stages:

- 1) definition of goals and tasks of time management;
- 2) analysis of habitual use of time;
- 3) classification of factors causing unproductive time consumption;
- 4) development of ways and methods of saving time;
- 5) creation of a system of control over the use of time and minimization of its losses;
- 6) designing one's own behavior based on the principles of economy and rationality;
- 7) regular summarization and evaluation of the effectiveness of time management technology used in the process of professional activity.

Interesting from a practical point of view is the case method. Nowadays, this method is actively used in the professional training of those applicants for education in institutions of

vocational pre-higher and higher education. The authors of the case study (case method, situation analysis method, situational method) are considered to be the English scientists M. Shaver, F. Edeiem and K. Yeats. The case method was first used in 1910 at the Harvard Business School to teach management. Having gained particular popularity in the 1970s and 1980s, it was improved and became an integral part of interactive forms and methods of learning not only in American but also in Western European business education [14].

Ukrainian specialists [4] consider the case method in three aspects: as a specific teaching method, as a paradigm of activity and a way of thinking, and as a field of creative activity aimed at solving modern problems of society (education).

The result of applying the case method is not only knowledge, but also professional skills. The technology of this method is quite simple: a model of a specific real situation is developed according to certain rules. There is also a necessary set of competencies displayed for its solution. In addition to the acquisition of a system of knowledge, abilities and skills, there also takes place development of a system of values, professional positions and motivation, life attitudes. The presence of disputes, discussions, arguments in the structure of the case method teaches to adhere to the norms and rules of communication, has a positive effect on the activity of cognitive activity, the development of the cognitive sphere, the effectiveness and efficiency of training and the creative abilities of an individual.

Various types of cases are used in the professional training of students of institutions of different accreditation levels. The simplest are “selection cases”, which can take no more than 15–20 minutes to work with. These are usually “closed” cases that contain all the necessary information – a description of a situation that has two solutions. It is necessary to analyze all its aspects and justify the optimality of the choice made. The content of the cases is aimed at choosing a way out of the conflict situation. Such cases are indispensable for preparing for further work with more complex cases. They activate the audience, contribute to the formation of various abilities and skills.

We will present an approximate scenario of organizing a lesson on the development of “time competence” using the case method.

I. Organizational stage. Students receive cases no later than a day before the class. If the case is “open”, then in advance (depending on the complexity of the tasks for independent work) the trainer thinks about the place and time of the event, prepares the audience and the necessary equipment.

II. Preparatory stage. Classes begin with the control of the knowledge of the students, the clarification of the central problem that needs to be solved and the level of its awareness. Next, it is advisable to divide the listeners into groups that choose a “speaker”. At the same time, it is desirable that all participants have “badges”, this helps to establish a certain atmosphere of communication.

III. Analytical stage. A specific situation is studied according to a certain scenario, which involves independent work or “brainstorming” within a small group. Forms and methods can be extremely diverse according to the design of the case. The stage ends with a public speech presenting and defending the proposed solution, program, project, etc.

IV. Final stage. The trainer informs about solving a problem in real life or justifies his own version and necessarily publishes the best results, evaluates or conducts mutual evaluation of the work of each small group and each participant.

Thus, one of the tools for the development of the professional image of specialists in socio-economic professions is considered to be “time competence”. The case method is one of the effective means of increasing the professional skill and reputation of a social work specialist. The application of this situational method in the educational process should be methodologically, informationally, organizationally and pedagogically justified and ensured.

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