

від поняття інформації до понять світового інформаційного суспільства, що сприяє не тільки кращому засвоєнню матеріалу, але й дає майбутнім фахівцям змогу уявити роль і місце інформаційної справи в сучасному інформаційному просторі як у межах держави, так і в межах глобальної інформаційної інфраструктури.

***PRACTICE-ORIENTED TEACHING THE ACADEMIC DISCIPLINE “ANALYTICAL AND SYNTHETIC INFORMATION PROCESSING” AS A COMPONENT OF FORMING PROFESSIONAL COMPETENCES IN TRAINING STUDENTS MAJORING IN INFORMATION, LIBRARY AND ARCHIVAL STUDIES FOR THE KHARKIV REGION***

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Modern transformations in Ukrainian higher education, geared toward integrating into the global learning environment, emphasize the importance of improving the quality of teaching so that to train professionals for all fields of social communications. It requires using practice-oriented teaching as a means of formation of professional competences of future specialists. Information is the main instrument of the information society. It is very important to know how the information can be created, processed, distributed, and manipulated as the most significant economic and cultural activity in all regions of Ukraine. In this context, the problem of using the practice-oriented teaching the academic discipline “Analytical and synthetic information processing” as a component of forming professional competence in training students majoring in Information, Library and Archival Studies for the Kharkiv region is of great importance.

The practice-oriented teaching is usually considered as a means of forming professional competences of students as future specialists that meet employers’ needs in conditions of the competitive labour market. It is the student professional development that attempts to address the gap between academic experiences and employer expectations. Student professional development provides students with appropriate competencies as a sum of abilities, skills, and knowledge that can be developed and applied for their successful study, professional career, and life-long learning which they acquire when learning different academic disciplines within a concrete specialty. Nevertheless, all students acquire universal competencies for all specialties such as critical thinking; communication; teamwork; problem-solving; creativity and innovation; personal and career development; cultural and global citizenship.

Students majoring in Information, Library and Archival Studies at M. Ye. Zhukovskiy National Aerospace University “Kharkiv Aviation Institute” acquire appropriate professional competencies including understanding of theoretical foundations of system organizing, modernizing, increasing the management efficiency of information, library and archival studies; using national and international standards and regulatory frameworks in the field of Information, Librarian and Archival Studies, as well as theory and practice of

managing library and archival institutions, mastering technologies for creating and maintaining the functioning electronic libraries and archives, studying and meeting users information needs.

The use of the practice-oriented teaching the academic discipline “Analytical and synthetic information processing” as a component of forming professional competences in training students majoring in Information, Library and Archival Studies is geared toward forming the following professional competencies as a result of studying the discipline: understanding of theoretical foundations of analytical and synthetic processing of document information, its classification, international and national experience in the implementation of automated analytical and synthetic document processing, as well as compiling bibliographic descriptions of different types of documents, indexing, annotating, abstracting, reviewing document information.

When using the practice-oriented teaching the academic discipline “Analytical and synthetic information processing” students acquire practical skills while applying appropriate standards of bibliographic description (national and international ones), the Universal Decimal Classification (UDC), primary sources for their further abstracting or annotating, as well as making different types of reviews, etc. It is very important for students to use such acquired practical skills even during their study at University as they have to write their works for Bachelor's or Master's degrees according to appropriate standards of bibliographic description and abstract is an obligatory component of such works too. So students usually use their practical skills not only in classes when studying the academic discipline “Analytical and synthetic information processing”, but also in their everyday preparations for other academic disciplines at M. Ye. Zhukovskiy National Aerospace University “Kharkiv Aviation Institute”.

The practice-oriented teaching is also geared toward giving students opportunities to apply their acquired practical skills and conduct professional communication during their annual practice according to the university curriculum at appropriate social institutions. As a rule, students of the University usually apply such skills during their practice at the scientific library of M. Ye. Zhukovskiy National Aerospace University “Kharkiv Aviation Institute”, V. Korolenko Kharkiv State Scientific Library, etc. Such practice has preferences both for employers as they can choose the best students as future employees for their enterprises and for graduates who can be guaranteed a working place according to their qualifications. Some students of M. Ye. Zhukovskiy National Aerospace University “Kharkiv Aviation Institute” who study by a correspondence course already have their work as librarians of different departments at libraries, for example, at V. Korolenko Kharkiv State Scientific Library and use acquired knowledge and skills at their working places, combining their work and study.

Thus, graduates, who have professional competencies of analytical and synthetic information processing graduated from M. Ye. Zhukovskiy National

Aerospace University “Kharkiv Aviation Institute”, are in great demand for the Kharkiv region taking into consideration the availability of a great number of social institutions as potential places of their work including not only numerous libraries (about 96), but also the Kharkiv Center for Scientific, Technical and Economic Information and so on. The use of the practice-oriented teaching of different academic disciplines gives preferences for students as they study everything they will need in their future work and can apply their skills during their practice that gives them opportunities of making conscious career choices, as well as get a proper work according to employers’ needs in contemporary conditions of the competitive labour market.

### ***ІННОВАЦІЙНІ ТЕХНОЛОГІЇ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ***

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В умовах обмеження навчальною програмою навчальних годин викладачі мають знайти засоби інтенсифікації процесу навчання іноземної мови. Сучасні кваліфіковані фахівці повинні не лише вміти прочитати і перекласти фахову літературу, але й володіти навичками сприйняття на слух навчальних лекцій, доповідей на конференціях, уміннями підтримувати бесіду, вести пошук необхідної інформації в Інтернеті, досвідом підготовки та проведення презентацій.

Інноваційні технології передбачають: по-перше, інтерактивні методи викладання, розвиток таких форм навчання, як діалог, розуміння іншомовної комунікації; по-друге, використання технічних засобів навчання, комп’ютерних та мультимедійних, мережі Інтернет.

Метою використання інноваційних технологій є створення комфортних умов навчання. Вони дають змогу здобувати не лише знання у певній галузі, а й освоювати методики самостійної роботи, пошуку і обробки інформації. Великий акцент робиться на використанні аудіо-, відеонавчання та інтерактивних ресурсів. Створення нових технологій навчання пов’язане з відмовою від багатьох стереотипів традиційної освіти, але збереженням усього кращого, що напрацювала педагогіка. Застосування на заняттях інноваційних технологій дає можливість викладачу розкрити здібності студентів і розвинути їх потенціал.

Інтерактивні методи зосновані на особистісно-орієнтованому підході до студента. Навчальний процес відбувається за умови активної взаємодії усіх студентів в групі.

Інтерактивні технології поділяються на такі: інтерактивні технології колективно-групового навчання; технології ситуативного моделювання; технології опрцювання дискусійних питань. Викладач повинен створити сприятливі умови для висловлювання власної думки кожного з учасників,