

SUMMARY

Voloshyn Andrii. Pedagogical conditions for the formation of professional competence of future road transport mechanics

The personal orientation of the pedagogical process, the identification and development of the natural abilities of each person, as well as the creation of a personality-oriented pedagogical system are important tasks of modern education. This requires changes in traditional approaches to learning to build competence. The main reason for updating the state educational standard is the transition from a minimum of content to a minimum of results, which is determined by a set of competences.

The article presents the pedagogical conditions that ensure the formation of professional competence of future motor transport mechanics in vocational education institutions. Given that the pedagogical conditions have been identified, which, in our opinion, should ensure the readiness of future motor transport mechanics to effectively apply the latest technologies in production activities and further implement the processes of self-development and improvement of the acquired skills. In the framework of an experimental study on the formation of professional competence of future motor transport mechanics in vocational education institutions, it is necessary to determine the pedagogical conditions that will ensure the effectiveness of this process.

Key words: pedagogical conditions, professional competence, road transport, educational process, case method

UDK 378:159.9]:005.336.2

Tetiana Horokhivska

Lviv Polytechnic National University
ORCID ID 0000-0001-5997-4676

Nataliya Mukan

Lviv Polytechnic National University
ORCID ID 0000-0003-4396-3408

Olena Mukan

Lviv Polytechnic National University
ORCID ID 0000-0003-0194-4292

DOI 10.24139/2312-5993/04.2024/303-312

PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCE OF HR-MANAGERS: THE ESSENCE OF THE CONCEPT

The article presents an analysis of the essence of the concept of "psychological and pedagogical competence of HR managers" as a component of the professional competence of a specialist. The main goal of the HR manager's activity is defined as a combination of available human resources, qualifications and labour potential with the company's strategy and goals. The need for the formation and development of psychological and pedagogical competence of HR managers is substantiated, the functional responsibilities of a HR manager, which are relevant for modern management practice, are outlined. The principles on which the HR manager's activities are based (systematic formation of human resources, equal opportunities, respect for human rights, legal and social protection, complementarity of managerial roles, flexibility, innovation, etc.). Examples of methods of professional development in the system of HR-manager's activity, which are used to adapt new employees and create conditions for their self-realisation, are provided. An analysis of scientific literature on the problem under study is carried out, which highlights various

aspects of the interpretation of the concept of "psychological and pedagogical competence" (O. Gura, O. Ivashchenko, A. Moskalenko, Y. Nenko, N. Yaremchuk, etc.). It is determined that the psychological and pedagogical competence of an HR manager is a complex concept, a general characteristic of a labour subject that reflects the professional consciousness of any specialist, regardless of his/her profession. The main attention is paid to the fact that the studied concept determines the ability and readiness of a specialist to solve the problems of both professional activity and everyday life, based on the principles of psychology, pedagogy, and other sciences, as well as to give a pedagogical orientation to various aspects of his/her work. The basic characteristics of the psychological and pedagogical competence of an HR manager are considered, including readiness for psychological comprehension and solution of pedagogical situations, activity in innovation, internalisation, achievement motivation, inclination to professional and psychological self-development, empathy, reflexivity, etc. It is concluded that psychological and pedagogical competence is a component of the professional competence of an HR manager; it consists of a system of professional, psychological and pedagogical knowledge, skills, abilities and qualities of a specialist, while the formation of the studied competence is carried out using the same methods of professional development as the formation of professional competence of a specialist

Key words: *HR-manager, professional competence, psychological and pedagogical competence, principles of HR-manager's activity, methods of professional development of personnel, autopsychological competence, personnel potential.*

Introduction. Features of the modern stage of social systems development, intensified competition have led domestic companies and corporations to realize the value of human capital as the most important component of their potential. At the same time, HR management becomes part of the organizational strategy and largely determines the effectiveness of the company's activities, affects the relationships of all members of the workforce. In this context, it is effective to introduce the position of HR manager into the management structure of organizations, whose functional duties include the creation and optimization of intra-organizational social processes, the formation of personnel potential and the development of framework for personnel development in accordance with the goals and principles of corporate policy.

Nowadays, modern corporations need a competitive, competent HR manager, capable of active work at the level of world standards, continuous professional growth, endowed with organizational skills, psychological and ethical knowledge, pedagogical tact, ready to change and adapt to new needs of the labour market. In this context, one of the priority tasks facing corporate education is the formation and development of HR managers' psychological and pedagogical competence.

Analysis of relevant research proves special attention of foreign (E. Galanaki, T. Garavan, C. Hogan, E. Jerden, K. Kraiger, W. Milhem,

J. Meister, R. Noe, L. Ryan etc.) and domestic (O. Anishchenko, O. Dubaseniuk, I. Zhuk, L. Lukyanova, O. Ogienko, N. Pazyura, etc.) scientists to the competency-based approach as a factor contributing to the modernization of education, in particular corporate. Various issues of competence development are covered in scientific works and studies: communicative (S. Bratchenko, Yu. Yemelyanov, G. Trofymova, etc.); cognitive (S. Vorovshchikov, D. Tatyanshchenko, etc.); lifespan (N. Nazaruk, I. Yashchuk, etc.); general culture (N. Konasova, O. Lebenev, etc.); multicultural (K. Yuryeva, etc.); cultural studies (M. Bulygina, N. Pomortseva, A. Fedorova, etc.); socio-pedagogical (N. Klymenko, etc.); social and psychological (I. Demidov, A. Kudryavtseva, N. Yakovleva, etc.). Some aspects of understanding the essence and formation of psychological and pedagogical competence were considered in the studies of O. Gura, O. Ivashchenko, N. Lisova, M. Lukyanova, Yu. Nenko, E. Popova, N. Yaremchuk, etc.

The problems of HR management, motivation, the formation of a new system of personnel competencies, various aspects of human resources management are the subject of research by a number of domestic and foreign researchers, including S. Anand, U. Braddick, B. Groysberg, V. Danyuk, V. Dykan N. Yevchenko, A. Kibanok, T. Koshova, D. McClelland, O. Orlov, V. Savchenko, D. Khlop, V. Chernenko, etc.

However, despite this scope of works of domestic and foreign scientists who work in various areas of competency-based approach implementation in corporate education, the problem of determining and developing the psychological and pedagogical competence of HR manager has not found sufficient scientific justification until recently.

The aim of the article is to analyze the essence of the concept of “psychological and pedagogical competence of HR managers” as a component of professional competence of a specialist.

Research methods. In our research we used the method of analysis for processing scientific literature, synthesis, generalization and systematization. This gave us the possibility to determine the essence of the concept “psychological and pedagogical competence of HR manager”.

Research results. In conditions where the personnel itself becomes a long-term factor of competitiveness and survival of organizations, ensuring the effective activity of HR managers becomes one of the most difficult and important tasks. The main goal of the HR manager’s activity is “the combination of available human resources, qualifications and labour potential with the strategy and goals of the company” (Хмелевський,

Веремієнко, 2017, р. 627). The implementation of this goal involves the acquisition by HR managers of financial, analytical, marketing skills, risk management skills to maximize the efficiency of the company's employees, the acquisition of skills in managing contracts and freelancers, issues of their organization of remuneration and compliance with quality standards. At the same time, the construction of business models based on social capital and the creation of organizational structures based on roles in the team requires the formation and development of the psychological and pedagogical competence of HR managers, since the dynamic social environment of the organization requires reliance on psychological and pedagogical knowledge about the essence and peculiarities psychological and social interaction in the team.

In modern management practice, the functional responsibilities of the HR manager include: the formation of the company's personnel policy and the creation of a system of documents reflecting the personnel policy and its individual components; ensuring optimal organization of staff work thanks to the creation of favorable conditions for fruitful cooperation, effective interaction of all team members; involvement of personnel in making management decisions, ensuring synchronization of work and systematic information exchange; design of positions, determination of personnel structure and requirements for employees; personnel selection; assessment, attestation of personnel and transfer of employees; training and professional development of employees; work with personnel reserves, career planning of employees; improvement of payment and work incentives; development of the company's corporate culture and management of its internal psychological climate; ensuring the requirements of existing labor legislation in work with personnel, personnel administration.

At the same time, "the ability to observe, analyze information, mastery of psychological methods of evaluating behavior based on verbal signs (profiling)" increase the psychological and pedagogical competence of the HR manager (Костюченко, Полякова, 2017). In addition, the cooperation of an HR manager should be based on the principles of mutual understanding, creative interaction and mutual respect (see. Fig. 1).

Considering the focus of HR manager's activity on the search for prospective personnel and the formation of an effective team, all members of which are involved in a common cause, interested and enthusiastic about a positive result, it is worth giving examples of professional development

methods used in order to adapt new employees and create conditions for their self-realization (Іляш, Блохін, 2018) (see Table 1).

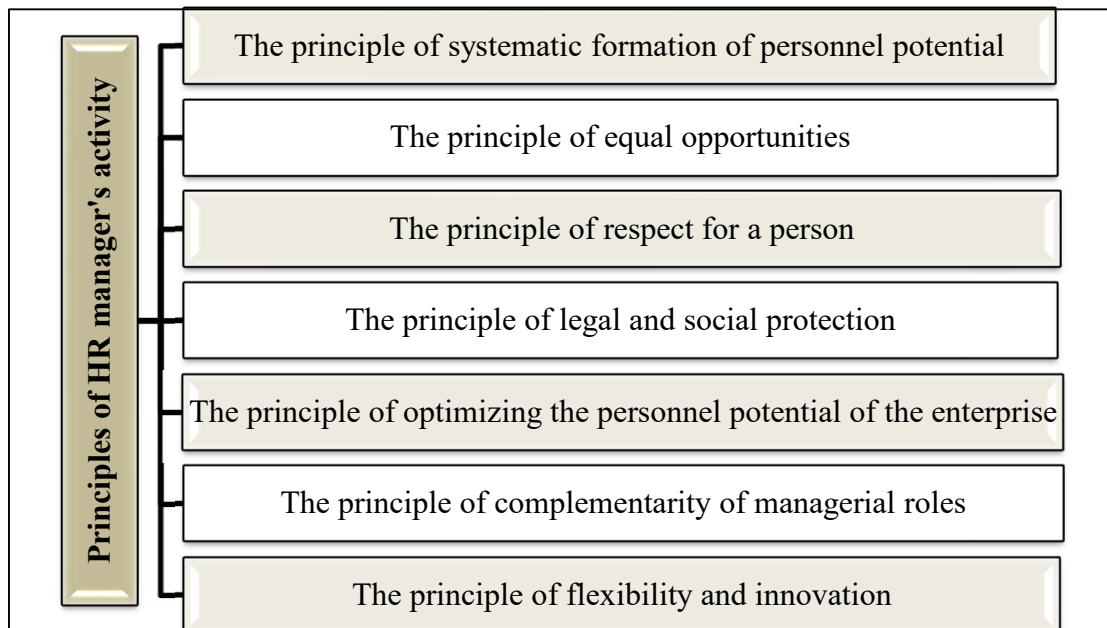


Fig. 1. The principles of HR manager’s activity (developed based on the source: Хмелевський, Веремієнко, 2017, р. 630).

Table 1

Methods of personnel professional development in HR manager’s activity system (Іляш, Блохін, 2018)

<i>Groups of managers</i>	<i>Professional development methods</i>
Main staff	On-board training; experiential learning; e-learning; coaching by a line manager; coaching by external specialists; rotation; advanced training courses.
Junior managers	E-learning; external conferences; seminars, external trainings; coaching by external specialists; courses.
Middle managers	E-learning; external conferences, seminars; external trainings; coaching by external specialists.
Senior managers	E-learning; external conferences; seminars

In accordance with the logic of our research, we note that today in the structure of HR manager’s professional competence, the defining place is given to psychological and pedagogical competence as a structured system of knowledge about a person as an individual, a professional and a personality that is included in an individual or joint activity and carries out professional or other interactions. At the same time, a high level of development of the studied competence ensures successful professional activity and personal interaction, since it involves

the assimilation of not only activity-role components (knowledge, practical skills, norms, rules), but also a change in ideas about oneself, one's abilities and weaknesses, intensive self-determination in profession.

According to O. Hura, the structure of psychological and pedagogical competence is a synthesis and organic unity of "three types of professional knowledge, on which the effectiveness and level of activity depends: theoretical (conceptual), applied and specifically professional", while at the basis of the formation of this competences – specialization, or in-depth study of a specific field of activity (Гура, 2008). The author notes that the formation of psychological and pedagogical competence, as a component of the professional competence of a specialist, is "non-specific, it occurs using the same methods as the formation of professional competence of a specialist in general, thanks to mastering the system of psychological and pedagogical knowledge and passing practice" (Гура, 2008).

N. Yaremchuk (2014) understands the psychological and pedagogical competence of a specialist in non-pedagogical specialties as a "key competence, a set of personal characteristics of an individual, possession of psychological and pedagogical knowledge, abilities and skills, motivational and value attitudes that ensure the possibility of successful interaction with others in the surrounding world and professional activity" (p. 124).

Yu. Nenko and O. Ivashchenko comprehend psychological and pedagogical competence as "a set of professional and personal qualities that enable effective interaction with the environment, contribute to successful resolution of difficult situations and the implementation of a creative approach to one's own profession" (Ненько, Іващенко, 2023, p. 578). The researchers include "skills (organizational, communicative, gnostic), knowledge (pedagogical, psychological, professional), personal qualities (intellectual, emotional, adaptive)" as criteria for psychological and pedagogical competence (p. 578).

At the same time, scientists (O. Гура, А. Москаленко etc.) define autopsychological competence as the basis of psychological and pedagogical competence, which is understood as:

- specialist's readiness and ability for purposeful mental work to change personal traits and behavioral characteristics;
- the ability to develop and apply one's own mental resources, to create a positive situation for activity due to changes in one's own internal state, to master and control new knowledge, abilities and skills, to

carry out restructuring in conditions of unpredictable circumstances, to create willpower to achieve significant results;

– the quality of a specialist's personality, which is realized through the use of autopsychological abilities, the components of which include: internalization (the ability to download information), reflection (conscious processing and determination of one's own attitude towards it), intraadaptation (establishing neuroconnections, consolidation of personal experience), energy ensuring these processes (Москаленко, 2004).

At the same time, as a core of professional competence, on the one hand, psychological and pedagogical competence forms a holistic system of knowledge and skills aimed at the implementation of such methods of influence as stabilization of mood and relationships, formation of trust, confidence, positive moral climate, etc., and on the other – includes communicative, reflective, social-perceptive, conflict-related, social-psychological and auto-psychological competence.

The conducted theoretical analysis allows us to conclude that the psychological and pedagogical competence of the HR manager is a complex concept, a general characteristic of a specialist, which reflects the professional consciousness of any specialist. This concept defines the ability and readiness of a specialist to solve the tasks of both professional activity and everyday life, relying on the principles of psychology, pedagogy, other sciences, as well as to provide a pedagogical orientation to various aspects of his work. At the same time, psychological and pedagogical competence is characterized by the ability of a specialist in professional activity to be creative with modeling, systematization (algorithmization), to effectively apply such psychological and pedagogical technologies as design technologies, activity-communication technologies, and research technologies.

It is worth mentioning that HR manager performs the role of an organizer of the social environment; he is an architect of a favorable social and psychological climate in the team, aimed at a careful attitude to human resources. This role implies a deep awareness of the importance of educational goals, in the absence of which it is impossible to create a team of like-minded people in the workforce. Therefore, among the basic characteristics of the psychological and pedagogical competence of an HR manager, it is worth including readiness for psychological understanding and solving pedagogical situations, activity in innovations, internality, motivation to achieve, propensity for professional and psychological self-

development, empathy, reflexivity, ability to self-regulate mental state. At the same time, the main goal of implementing the psychological and pedagogical competence of an HR manager can be defined as achieving such a level of personal development that the process of self-improvement of the specialist becomes constant and inspire to achieve the stability of professional and moral values development.

Conclusions. The analysis of the essence of the concept of “psychological and pedagogical competence of HR-manager” as a component of his professional competence makes it possible to state: despite the awareness of many researchers of the need for separate special psychological and pedagogical training of HR managers, the problem of psychological and pedagogical competence of HR managers needs additional elaboration; psychological and pedagogical competence is a component of the professional competence of an HR manager; psychological and pedagogical competence consists of a system of professional, psychological and pedagogical knowledge, abilities, skills and qualities of a specialist, while the formation of the studied competence takes place using the same methods of professional development as the formation of professional competence of a specialist; the formation of psychological and pedagogical competence enables HR manager to more effectively use the abilities of each employee in accordance with the goals and development strategy of the company and to ensure the establishment of relations of mutual assistance and understanding in the team.

Prospects for further research are in the characteristics of the areas of HR manager’s psychological and pedagogical competence implementation.

REFERENCES

- Гура, О. І. (2008). *Теоретико-методологічні основи формування психолого-педагогічної компетентності викладача вищого навчального закладу в умовах магістратури* (дис. ... д-ра пед. наук: спеціальність 13.00.04). Запоріжжя: Класичний приватний університет (Gura, O. I. (2008). *Theoretical and methodological bases of formation of psychological and pedagogical competence of a teacher of a higher educational institution in the face of the master’s degree* (dis.... Dr. Ped. Sciences: specialty 13.00.04). Zaporozhye: Classical Private University).
- Іляш, О. І., & Блохін, П. В. (2018). Майбутнє HR менеджменту: тенденції, ризики, мотивація. *Ефективна економіка*, 10. Взято з: http://www.economy.nayka.com.ua/pdf/10_2018/5.pdf (Ilyash, O. I., & Blokhin, P. V. (2018). Future HR management: trends, risks, motivation. *Effective Economy*, 10. Taken with: http://www.conomy.nayka.com.ua/pdf/10_2018/5.pdf)

- Костюченко, О., & Полякова, Е. (2017). Роль HR-менеджера в побудові ефективної роботи. *Юридична газета*, 47(597). Взято з: <http://yur-gazeta.com/publications/legal-business/rol-hrmenedzhera-v-pobudovi-efektivnoyi-roboti.html> (Kostyuchenko, O., & Polyakova, E. (2017). The role of the HR manager in building effective work. *Law newspaper*, 47 (597). Taken from: <http://yur-gazeta.com/publications/legal-business/rol-hrmenedzhera-v-pobudovi-efektivnoyi-roboti.html>).
- Москаленко, А. М. (2004). Професійна компетентність викладача вищого навчального закладу. *Вісник Київського національного університету імені Тараса Шевченка: Соціологія. Психологія. Педагогіка*, 20-21, 51-55 (Moskalenko, A. M. (2004). Professional competence of a teacher of higher education. *Bulletin of Taras Shevchenko National University of Kyiv: Sociology. Psychology. Pedagogy*, 20-21, 51-55).
- Ненько, Ю. П., & Іващенко, О. А. (2023). Психолого-педагогічна компетентність як компонент професійної підготовки майбутніх фахівців ДСНС України. *Вісник науки та освіти*, 1(7), 573-578. Взято з: <http://perspectives.pp.ua/index.php/vno/article/view/3624/3644> (Nenko, Yu. P., & Ivashchenko, OA (2023). Psychological and pedagogical competence as a component of professional training of future specialists of the SES of Ukraine. *Bulletin of Science and Education*, 1 (7), 573-578. Taken with: <http://perspectives.pp.ua/index.php/vno/article/view/3624/3644>).
- Хмелевський, С. М., & Веремієнко, О. Г. (2017). Основні характеристики та необхідні вимоги до професії HR-менеджера. *Глобальні та національні проблеми економіки*, 20, 626-631 (Khmelevsky, S. M., & Veremienko, O. G. (2017). The main characteristics and necessary requirements for the profession of HR manager. *Global and national problems of economy*, 20, 626-631).
- Яремчук, Н. (2014). Психолого-педагогічна компетентність фахівців непедагогічних спеціальностей. *Вісник Львівського університету. Серія: Педагогічна*, 3, 120-128. Взято з: https://pedagogy.lnu.edu.ua/departments/pedagogika/periodic/pedos3t/tom3/14_yaremchuk.pdf (Yaremchuk, N. (2014). Psychological and pedagogical competence of specialists of non-pedagogical specialties. *Bulletin of Lviv University. Series: Pedagogical*, 3, 120-128. Taken with: https://pedagogy.lnu.edu.ua/departments/pedagogika/periodic/pedos3t/tom3/14_yaremchuk.pdf).

АНОТАЦІЯ

Горохівська Тетяна, Мукан Наталія, Мукан Олена. Психолого-педагогічна компетентність HR-менеджерів: сутність поняття.

У статті представлено аналіз сутності поняття «психолого-педагогічна компетентність HR-менеджерів» як складової професійної компетентності фахівця. Визначено головну мету діяльності менеджера з персоналу як поєднання наявних людських ресурсів, кваліфікації і трудового потенціалу зі стратегією та цілями компанії. Обґрунтовано потребу у формуванні та розвитку психолого-педагогічної компетентності HR-менеджерів, окреслено актуальні для сучасної практики управління функціональні обов'язки менеджера з персоналу. Представлено принципи, на яких базується діяльність HR-менеджера (системності формування кадрового потенціалу, рівних можливостей, поваги до людини, правової та соціальної захищеності, комплементарності управлінських ролей, гнучкості, інноваційності тощо). Наведено приклади методів професійного

розвитку в системі діяльності HR-менеджера, що застосовуються з метою адаптації нових співробітників та створення умов для їхньої самореалізації. Виконано аналіз наукової літератури з досліджуваної проблеми, що висвітлює різні аспекти трактування поняття «психолого-педагогічної компетентності» (О. Гура, О. Іващенко, А. Москаленко, Ю. Ненько, Н. Яремчук etc.). Означено, що психолого-педагогічна компетентність HR-менеджера представляє собою комплексне поняття, загальну характеристику суб'єкта праці, що відображає професійну свідомість будь-якого фахівця незалежно від його професії. При цьому основну увагу звернено на те, що досліджуване поняття визначає спроможність і готовність фахівця вирішувати завдання як професійної діяльності, так і повсякденного життя, спираючись на принципи психології, педагогіки, інших наук, а також надавати педагогічну спрямованість різноманітним аспектам своєї праці. Розглянуто базові характеристики психолого-педагогічної компетентності HR-менеджера, серед яких – готовність до психологічного осмислення і вирішення педагогічних ситуацій, активність в інноваційній діяльності, інтернальність, мотивацію досягнення, схильність до професійно-психологічного саморозвитку, емпатійність, рефлексивність тощо. Зроблено висновок про те, що психолого-педагогічна компетентність є складовою професійної компетентності HR-менеджера; складається з системи професійних, психолого-педагогічних знань, умінь, навичок та якостей фахівця, при цьому формування досліджуваної компетентності відбувається за допомогою таких самих методів професійного розвитку, що і формування професійної компетентності фахівця.

Ключові слова: HR-менеджер, професійна компетентність, психолого-педагогічна компетентність, принципи діяльності HR-менеджера, методи професійного розвитку персоналу, аутопсихологічна компетентність, кадровий потенціал.

УДК 378.14

Святослав Дяков

Кам'янець-Подільський національний університет імені Івана Огієнка
ORCID ID 0000-0002-3938-9792

Василь Геник

Кам'янець-Подільський національний університет імені Івана Огієнка
ORCID ID 0000-0002-3549-6080

Юрій Кирильчук

Кам'янець-Подільський національний університет імені Івана Огієнка
ORCID ID 0000-0001-6161-2949

DOI 10.24139/2312-5993/04.2024/312-322

ПІДГОТОВКА МАЙБУТНІХ ОФІЦЕРІВ РОЗВІДНИКІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ В УМОВАХ ЗМІШАНОГО НАВЧАННЯ ЗАСОБАМИ ІНФОРМАЦІЙНО-ОСВІТНЬОГО СЕРЕДОВИЩА

У статті проведено аналіз наукових праць, нормативно-правової бази і змісту навчальної та навчально-методичної документації щодо організації професійної підготовки майбутніх офіцерів розвідників. Виявлено сучасні підходи та узагальнено результати попередніх досліджень, що стосуються дистанційного навчання та цифровізації професійної підготовки майбутніх фахівців сектору національної безпеки та оборони України, а також