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INFORMATIONAL AND ANALYTICAL SKILLS IN THE SYSTEM OF PROFESSIONAL TRAINING OF PROSPECTIVE PRESCHOOL AND PRIMARY FOREIGN LANGUAGE SPECIALISTS: PHILOSOPHICAL AND PEDAGOGICAL BASES

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Informational and Analytical Skills in the System of Professional Training of Prospective Preschool and Primary Foreign Language Specialists: Philosophical and Pedagogical Bases

The article deals with the philosophical and pedagogical foundations of the formation of information and analytical skills of prospective specialists in foreign languages in preschool and primary education in the process of their professional training that correspond to innovative educational trends. Modern trends in the development of language education in the context of Ukraine's integration into the European educational space provide for updating the objectives and content of teaching foreign languages in secondary and higher educational institutions. These changes determine the priority of the professional training of teachers of foreign language; require a revision of their traditional status, as well as the creation of optimal conditions for a profound and comprehensive analysis of the language material in the process of working with information sources.

As a basis for reforming the system of training future teachers, it is advisable to change the target priorities: from the orientation toward mastering the given knowledge to the process of independent search for information and including it in their own system of professional knowledge and skills. Therefore, the ability to efficiently work with information, to search for it, processing and using it in educational and professionally oriented activities are particularly relevant. The author analyzes the concept of information and analytical skills of future specialists of the language pedagogical profile of the primary link and substantiates the philosophical and pedagogical foundations of the formation of information and analytical skills for prospective specialists in foreign languages in preschool and primary education in the professional training system.

Key words: information-analytical skills, formation of information-analytical skills, philosophical and pedagogical bases of information-analytical skills' formation.

The development of the modern information society determines the priority of the role of information in social development. Global information processes are not only a symbol of economic, scientific and technical, social progress, but also the basis for the effective development of education. A qualitatively new informational and educational space, with growing information flows, forces all participants in the educational process to move from the model of knowledge accumulation to the system of mastering the skills of self-education and self-improvement, to ensure the adequacy of education to the dynamic changes that take place in society. They are related to the need to master the skills that will help the prospective specialists in foreign languages in preschool and primary education to effectively use the acquired knowledge, require initiative, creativity in the process of using the information obtained. In today's society, such skills include informational and analytical skills (IAIs) that we regard as intellectual ability, which is the ability to search for, analyze the information needed and effectively apply it in their own professionally oriented activities. Among the most important characteristics of information and analytical skills, the most professionally oriented are openness to new information, non-standard methods of solving problems, the ability to form their own ideas based on the information provided and a sound choice between them, comprehensive and in-depth analysis of information, the ability to build a constructive dialogue based on a comprehensive analysis of the points of view, focus on self-diagnosis in the process of forming their own system of knowledge.

Particular attention should be paid to the professional training of prospective specialists in foreign languages in preschool and primary education, since the development of the informational culture of children depends on them. Consequently, one of the most important components of the modern system of professional training is the formation of informational and analytical skills of prospective specialists in foreign languages in preschool and primary education, which determines the actuality of this article.

The purpose of this publication is to scientifically substantiate the philosophical and pedagogical basis for the formation of informational and analytical

skills (IASs) of of prospective specialists in foreign languages in preschool and primary education in the process of professional training.

The analysis of scientific literature suggests that the skills of analysis, synthesis, classification and systematization of information began to be formed in fact, with the emergence of mankind. Thus, the involvement of young people in religious rituals and ceremonies in the pre-Christian period contributed to the activation of thought processes, memory, attention, and the formation of ideas about cause-and-effect relationships between phenomena, etc. Later, the process of their formation was closely linked with the inclusion of man in various activities (educational, research, etc.). The study of religious texts and foreign languages contributed to the formation of the skills of comparison, classification of phenomena and facts, and the formation of the individual's need for self-realization and self-improvement of their knowledge and skills in the learning process.

Famous Greek philosophers, who, according to their philosophical concepts, offered special methods of forming the skills of analysis, synthesis, classification, and systematization of information, made significant contributions to the development of pedagogy, in particular to the problem of forming the skills of analytical thinking. Thus, the school, founded by Pythagoras (570–500 years BC), according to his plan, had to build on the harmony of thinking, feelings and desires and enrich the student with information from various subjects.

In his research on the essence of education, the Greek scholar-philosopher Aristotle (384–322 BC) concluded that the development of thought operations of analysis, comparison, generalization is closely linked to various mental processes, in particular with perception. The scientist criticized the verbal teaching methods and believed that for the development of analytical thinking it was necessary to pay attention to one’s own experience, and on the basis of their associations and elements of analysis to formulate concepts for different levels of communication.

Somewhat different was the concept of the philosopher Socrates (469–399 BC). It was based on a self-search of truth in a conversation with a teacher and received the name "Socratic" or "heuristic" conversation, which consisted in

combining a partial explanation of the new material with the formulation of problem questions, cognitive tasks or experiment. In this activity, the logical procedures of analysis, comparison, generalization, etc. prevailed. Such a conversation is recognized as one of the best methods for forming the work with educational information in the process of studying subjects of different cycles; because it encouraged students to independent search activity, master the methods of active speech communication, formulation and solution of educational problems.

The fundamentals of European philosophical thought and the modern vision of the problem of the development of the IASs are reflected in the Socratic way of reasoning and argumentation based on the logic of the relevant procedures. The Socratic style of questioning argumentation becomes an example for all later Western philosophical thought. This style not only demonstrates the importance of the question-answer method for conducting and rational substantiation of the position and own views, but also includes a special technique of critical analysis of concepts. Socrates' dialogues have become the first step in understanding that the relationship between questions and answers is a form of expression of responsibility, since the choice of answer in almost all cases is equivalent to the adoption of a certain solution.

Critical analysis of information was laid and underpinned by the philosophical system of R. Descartes (1596−1650), which was called rationalism. Proceeding from the position of R. Descartes, according to which only what is known with clarity and clarity can be true, it follows that only what is learned logically and rationally, and hence analytically, can be true. Thus, all judgments must be taken from the positions of critical analysis [1].

The philosophy of critical rationalism of K. Popper (1902−1994), in turn, is based on the principle of refutation, which served as the basis for the critical scrutiny of scientific theories. The scientist first applied this principle precisely in the field of scientific knowledge, considering it the only way to verify the feasibility of any hypotheses and theories. This idea had a significant impact on the emergence of modern concepts of critical and analytical thinking, so the principle of falsification of

critical rationalism is one of the fundamental foundations of the formation of the IASs [2].

During the Middle Ages and the Epoch of Rebirth (V − 2nd half of the 17th century), the main task of education was to assist the student in developing their own beliefs, their outlook in the process of solving problems, ability to conduct discussions, make speeches, draw conclusions. It becomes the basis for the development of one of the foremost philosophical and psychological trends in the pedagogical science of the Renaissance, namely, the Humanism. The advocates of humanistic ideas were F. Rabelais (1494 − 1553), E. Rotterdam (1469 − 1536), M. Montaigne (1533 − 1592), whose main task of education was the need to teach students to build their own system of knowledge about the world and on its basis to form the skills necessary for solving problems, conducting discussions, etc.

In the age of Enlightenment (1st half of the 17th century − the nineteenth century), the idea is formed that the ability to compare, synthesize, define essential to logically build speeches and argue their own judgments in the process of discussion is necessary for successful mastering the educational material. Among domestic and foreign scientists, it is necessary to note O. Dukhnovich (1803 − 1865), Ya. Komensky (1592 − 1670), K. Ushinsky (1824 − 1871), I. Franko (1856 − 1916), J. Locke (1632 − 1704), J. Russo (1712 − 1778), J. Pestalozzi (1746 − 1827), C. Freinet (1896 − 1966), and others.

O. Dukhnovich stressed that the student should be able to reciprocate the material logically, to write competently, to speak in disputes, defend their opinion, study independently [3]. Outstanding methodologist K. Ushinsky gave a number of valuable pieces of advice on the organization of the educational process in relation to the development of students' analytical thinking. In the opinion of the researcher, for the correct organization of training it is necessary to take into account the specific and individual peculiarities of the individual, to predict the correct dosage of the contents of the educational material, the sequence and systemic way of studying, the development of consciousness and activity, the validity of the acquisition of

knowledge, etc. [4]. According to I. Franko, young people need to form analytical thinking, independence in judgments, etc. [5].

Ya. Komensky in his "Great Didactics" emphasized that the right teaching means "to open up the ability to understand things" [6, p. 105]. In his writings, the scientist did not just reveal the importance of mastering analytical skills for a true understanding of things, but was one of the first in the history of pedagogy who proposed reasoned learning paths that contribute to the formation of these abilities. One of the rules of Ya. Komensky teaches: "Everything you teach, it is necessary to teach how it is and happens, that is through the study of causal relationships", because "... to know means to understand the thing through the knowledge of causes; the reason is a guide to the mind" [6, p. 130]. In his writings, the scientist also points to the significance of such skills as analysis, synthesis and comparison, which in his opinion, serve both for knowledge of the individual, and "comprehension of the system of things" [6, p. 85]. "Whatever kind of entanglement you fall into, the analysis of nothing will prevent you from escaping your attention. A synthesis of the gaps in the theory will again lead you to the [space] field of action. If you also attach to them a comparison lamp, then wherever you are, you will [always] have a light with you" [6, p. 110]. In addition, Ya. Komensky in his writings revealed each of the above-mentioned concepts, namely: "analysis is the division of the whole into its parts, the first and deep ground of all true knowledge: what is not separated, remains confused and overshadowed the meaning, the mind and itself. In contrast, light. This is the light of the three kinds: (1) cognition or distinction, one whole from other entities; (2) the expansion of the whole into parts; (3) distribution of the whole by its types. Synthesis is the return of parts to the original whole ... Syncysis is a necessary matching of parts with parts and the whole with the whole" [6, p. 86]. It is also important for the scientist to focus on the need for accuracy in the analysis or synthesis for true, clear and reliable understanding. It should also be noted that the outstanding teacher in education preferred rational memory, condemning the historical retelling. Thus, he displaced the aim in training from the amount of knowledge to a rational method of their assimilation.

In many ways, Ya. Komensky's pedagogical ideas about the formation of analytical skills were shared by the English philosopher and teacher J. Locke. Important in the views of J. Locke in solving the problem of forming analytical skills are proposed by special methods and methods of forming judgments in particular: to associate each fact with the general situation, transfer of the experience of consideration to other subject areas. [7, p. 275].

The problem of the formation of the IASs was reflected in the writings of the French philosopher and teacher, the founder of the theory of free education J. J. Russo. Among the main provisions of the pedagogical ideas of the prominent scientist, it is necessary to note the origins of the method of problem learning, the method of setting special tasks for the maintenance of cognitive interest [8].

These ideas are also traced in the writings of the outstanding Swiss researcher J. Pestalozzi, the author of the pedagogical system of elementary education, which was based on the general, gradual principle of the development of intellectual, physical and moral components. An outstanding teacher paid special attention to the possible mistakenness in the judgments: "... do not consider the judgment of a man to be weakened, which is not the result of the complete accomplishment of all parts of the perception of the subject, which should be expressed in this judgment ..." [6, p. 204].

Relevant to our study is that in his writings J. Pestalozzi emphasized that the development of child’s speech should be based on their own sensory experience. Therefore, he considered it expedient to introduce students from the early school age the names of objects and phenomena occurring in nature. Thus, in the process of these observations, the child not only replenishes his vocabulary and knowledge, acquires the ability to compare objects, allocate their common and distinctive features, etc., but learns to correctly construct the statement.

The basis of the educational process in the pedagogical system of S. Frenne is the creation of free texts by the students for the chosen subject. In the process of this activity, students learn to compare, analyze, highlight the core in the educational

material. At the same time, they master the analytical skills that are the basis of educational skills [9].

In the XX − XXI centuries. the problem of the formation of analytical processing of information is analyzed in the context of the concepts of information literacy, computer literacy, media literacy, information culture and other related concepts, since these concepts come in connection with the emergence and development of the information society. At the same time, information literacy, computer literacy, media literacy, information culture are broader concepts, and therefore the information and analytical skills are part of their structure, since most researchers who analyzed the formation or content of the above concepts include the ability to work with diverse sources of information in their structure.

The concept of information literacy was formed in the 90's as a result of a two-way approach to learning how to work with information: on the one hand, it is the position of scientific information activities and library management, on the other hand, the ability to work with modern computer technologies. Thus, in 1989, the American Library Association (The American Library Association) called for the restructuring of the educational process due to the fact that the 21st century is an epoch of information and, first of all, it was necessary to revise the requirements for a teacher as an informative person. Under information literacy, the American Library Association understands the ability of an individual to find, evaluate, and use information gathered from a variety of sources. In 1998, the Association approved the "Information Literacy Standards" (1998). There are five basic standards, according to which the student must be able to find the information necessary for professional and everyday activities, use this information, analyze, synthesize, evaluate both information and its sources. In our opinion, it is appropriate to pay particular attention to the development of skills for the competent assessment of information, as well as its structuring and integration into their own bank of knowledge.

At the Prague Information and Literacy Experts Conference held on September 20 − 23, 2003, it was decided to organize the International Alliance for Information Literacy. The Alliance includes the Australian and New Zealand Information Literacy

Institutes (ANZIIL), the European Network for Information Literacy (ENIL) (European Union), the National Forum on Information Literacy of the European Union the United States Information Literacy (United States), the SCONUL Advisory Committee on Information Literacy (United Kingdom), the Networking Alliance for Voluntary Actions (India) (Networking Alliance for Voluntary Actions (India)), Russian Association of reading and so on. The Alliance defines information literacy as the ability to identify the need for information, identify, find, evaluate, and effectively use information to address specific issues and issues that are a generalization of the Five American Literacy Association's "Information Literacy Standards".

It should be noted that the UNESCO "Information for All" programme pays particular attention to the training of teachers, since the success of the professional realization of youth in a globalized world depends on them. Among the skills needed by a modern teacher is the ability to systematically improve their qualifications, apply rational methods for the search, analysis, selection, systematization, generalization and use of information, to navigate in an intensive flow of information. At the same time, the development of these skills should be continuous, since information in the modern world is constantly updated [10].

Considering that information and analytical skills are components of information literacy, the information culture of a modern teacher, necessary for them in their professional activities, domestic scientists believe that mastering them will enable the prospective teacher to effectively carry out their professional pedagogical activity in the future, in particular, to analyze and to evaluate the pedagogical situation, to choose and effectively apply technologies for the processing of educational information, to use modern ICTs for search, selection, analysis and application of information for solving tasks, etc.

On the basis of the analysis of scientific literature, we have identified four periods of development of the problem of the formation of the IASs in the theory and practice of teaching from the time of the emergence of science to the first half. of the XXI century (see Table 1).

Table 1

Periods of development of the problem of formation of IASs in the theory and practice of teaching

№	Period	Formation of IASs in foreign pedagogy	Formation of the IAU in domestic pedagogy
1	The Age of Antiquity / The pre-Christian period and the period of Kievan Rus (until the V century).	The idea is formed that for the intellectual development, based on their associations and elements of analysis, it is necessary to formulate concepts for different levels of communication (Pythagoras, Socrates, Aristotle).	Formation of the ability to search for similarities and differences, finding the main ones, generalization, and others were formed in children and young people while participating in religious rituals, studying religious texts and foreign languages.
2	Middle Ages and the Renaissance (V − the second half of the XVII century)	The main task of education is to assist the student in developing their own beliefs, their outlook in the process of solving problem problems (F. Rabelais, E. Rotterdam, M. Montaigne).	The training was carried out according to democratic principles. This allowed for the development of an effective system of exercises (for highlighting the main idea in the text, generalization of the material, comparison, etc.) and applying new forms of educational activities aimed at forming skills for discussion, polemical battles, and making conclusions.
3	Age of Enlightenment (1st half of the XVII century − XIX century.)	The idea is formed that the ability to compare, synthesize, define essential, etc., is necessary for the successful perception of the teaching material, which must be formed by means of specially designed exercises and tasks (J.-J. Russo, J. Locke, J. Pestalozzi, C. Freinet).	The idea is formed that in the process of learning it is necessary to be able to reciprocate the material logically, to write competently, to speak in disputes, defend their opinion, study independently (O. Dukhnovych, I. Ya. Franko, K. D. Ushinsky).
4	The Age of the Information Age (Twentieth Century − 1st half of the 21st Century).	The concept of information literacy, computer literacy, media literacy is formed, which includes the ability to work analytically with various sources of information (P. Iannuzzi, K. Spitzer).	The problem of interaction between the individual and the information environment is considered as a problem of forming the skills of work with information and information and communication technologies, which is one of the main criteria that directly affects the professional level of teacher's teaching activity (N. V. Soroko, O. S.Povaidichik, A. L. Stolyarevskaya, T. I. Khachumyan)

An essential part of the creative process in the system of education were the philosophical foundations of the development of analytical and logical thinking skills. As a result of the research it was discovered that the philosophical foundations of the development of the IASs are Socrates' questioning arguments, the method of critical analysis of R. Descartes and the theoretical positions of critical rationalism of K. Popper.

Along with this, the analysis of historical and pedagogical literature and the works of famous domestic and foreign scientists showed that the teachings of ancient teachers and the ideas of the researchers of the Middle Ages and the Renaissance enabled the educators of the Enlightenment to put forward provisions that we consider the pedagogical principles of the formation of the IASs. Thus, the system of elementary education by J. Pestalozzi and the position of "Great didactics" of Ya. Komensky on the development of analytical and logical thinking skills, the origins of problem learning in the pedagogical system of J.-J. Russo, allowed to approach the choice of effective forms and methods of training aimed at the development of such basic skills, such as: ability to distinguish differences, ability to analyze, ability to synthesize; ability to understand causal relationships, ability to rationally remember (Y. Komensky, O. Dukhnovych); ability to generalize, ability to argue, ability to make associations and analogies, ability to distinguish and to find similarities (J. Locke, K. D. Ushinsky); the ability to closely observe (J.-J. Russo); the ability to organize their observations, the ability to organize, the abstract ability (J. Pestalozzi, I. Ya. Franko), the ability to choose and effectively apply modern technologies for the processing of educational information, to use ICTs to search, select, analyze and apply information to solve problems, etc. (N. Sorochko, O. S. Podaidichik, A. L. Stolyarevskaya, T. I. Khachumyan). However, it should be noted that the studied foreign and domestic didactic systems approached the problem of developing the skills of working with educational information indirectly, without isolating the complex of the studied skills in the process of training specific subjects. Consequently, the question of the formation of the IASs in the context of the professional training of prospective foreign language teachers remains open to

theoretical reflection and experimental study, and finding new technological solutions will, in our opinion, contribute to the expansion and enrichment of the research field of pedagogical science.

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Карпенко Є. М.

Інформаційно-аналітичні уміння у системі професійної підготовки майбутнього фахівця мовного педагогічного профілю в початковій та дошкільній освіті: філософське та педагогічне підґрунтя.

В статті розглядається філософське та педагогічне підґрунтя формування інформаційно-аналітичних умінь майбутніх фахівців з іноземних мов початкової ланки у процесі їх фахової підготовки, які відповідають інноваційним освітнім тенденціям. Сучасні тенденції розвитку мовної освіти у контексті інтеграції України в європейський освітній простір передбачають оновлення цілей і змісту викладання іноземних мов у середніх та вищих навчальних закладах. Ці зміни обумовлюють пріоритетність професійної підготовки педагогів мовних спеціальностей, вимагають перегляду їхнього традиційного статусу, а також створення оптимальних умов для глибокого та всебічного аналізу мовного матеріалу в процесі роботи з інформаційними джерелами.

В основу реформування системи підготовки майбутніх вчителів доцільно покласти зміну цільових пріоритетів: з орієнтації на засвоєння готових знань на процес самостійного пошуку інформації та включення її у власну систему професійних знань та вмінь. Тому уміння ефективної роботи з інформацією, її пошуку, обробки та використання у навчальній та професійно-спрямованій діяльності є особливо актуальними. Автор аналізує поняття інформаційно-аналітичних умінь майбутніх фахівців мовного педагогічного профілю початкової ланки та обґрунтовує філософське та педагогічне підґрунтя формування інформаційно-аналітичних умінь у майбутніх фахівців мовного педагогічного профілю в початковій та дошкільній освіті у системі професійної підготовки.

Ключові слова: інформаційно-аналітичні уміння, формування інформаційно-аналітичних умінь, філософське та педагогічне підґрунтя формування інформаційно-аналітичних умінь.

Карпенко Е. Н.

Информационно-аналитические умения в системе профессиональной подготовки будущего специалиста языкового педагогического профиля в начальном и дошкольном образовании: философские и педагогические основы

В статье рассматриваются философские и педагогические основы формирования информационно-аналитических умений будущих специалистов по иностранным языкам начального звена в процессе их профессиональной подготовки, которые соответствуют инновационным образовательным тенденциям. Современные тенденции развития языкового образования в контексте интеграции Украины в европейское образовательное пространство предусматривают обновление целей и содержания преподавания иностранных языков в средних и высших учебных заведениях. Эти изменения обусловливают приоритетность профессиональной подготовки педагогов языковых специальностей, требуют пересмотра их традиционного статуса, а также создание оптимальных условий для глубокого и всестороннего анализа языкового материала в процессе работы с информационными источниками.

В основу реформирования системы подготовки будущих учителей целесообразно положить изменение целевых приоритетов: с ориентации на усвоение готовых знаний на процесс самостоятельного поиска информации и включение ее в собственную систему профессиональных знаний и умений. Поэтому умение эффективной работы с информацией, ее поиска, обработки и использования в учебной и профессионально-направленной деятельности особенно актуальны. Автор анализирует понятие информационно-аналитических умений будущих специалистов языкового педагогического профиля начального звена и обосновывает философские и педагогические основы формирования информационно-аналитических умений у будущих специалистов языкового педагогического профиля в начальной и дошкольном образовании в системе профессиональной подготовки.

Ключевые слова: информационно-аналитические умения, формирование информационно-аналитических умений, философские и педагогические основы формирования информационно-аналитических умений.

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