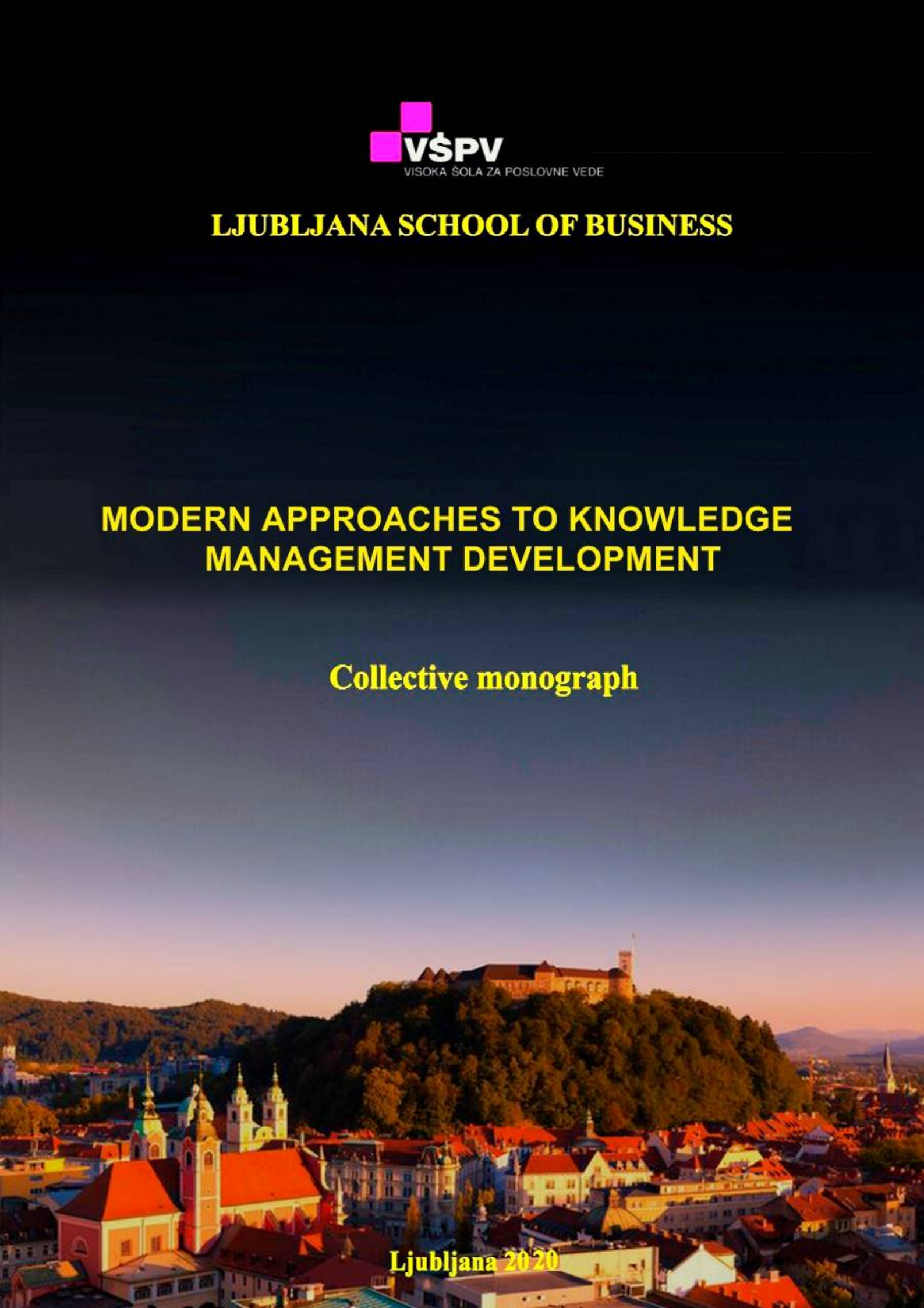


## **LJUBLJANA SCHOOL OF BUSINESS**

# **MODERN APPROACHES TO KNOWLEDGE MANAGEMENT DEVELOPMENT**

**Collective monograph**



**Ljubljana 2020**



**LJUBLJANA SCHOOL OF BUSINESS**

**MODERN APPROACHES TO KNOWLEDGE  
MANAGEMENT DEVELOPMENT**

Collective monograph

Ljubljana, Slovenia  
2020

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*This collective monograph offers the description of sustainable development in the condition of European integration. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of sustainable development in the condition of European integration are investigated in the context of economics, education, cultural, politics and law.*

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## CONTENTS

<b>Lidija Weis</b> THEORETICAL APPROACHES TO QUALITY MANAGEMENT IN EDUCATION	7
<b>Julija Lapuh Bele</b> FINANCIAL SCAMS, FRAUDS, AND THREATS IN THE DIGITAL AGE	39
<b>Nevenka Maher</b> UNLOCK POTENTIAL IN PUBLIC SECTOR AND EMPOWER INNOVATION	51
<b>Tetiana Gavrilko</b> FINANCIAL INCLUSION AS A CONDITION OF SUCCESSFUL DEVELOPMENT OF THE UKRAINIAN SOCIETY	62
<b>Larysa Gorodnycha, Maryna Olkhovyk, Svitlana Gergul, Tetiana Stechenko</b> SOCIAL DEMANDS FOR PROFESSIONAL AND PSYCHOLOGICAL PROSPECTIVE EDITORS' TRAINING IN THE CONTEXT OF MODERN JOB MARKET	74
<b>Olha Kuzmenko, Sofiia Dembitska, Serhii Radul</b> IMPLEMENTATION OF STEM-EDUCATION ELEMENTS IN THE PROCESS OF TEACHING PROFESSIONAL SUBJECTS IN TECHNICAL INSTITUTIONS OF HIGHER EDUCATION	85
<b>Ayta Sakun, Tatiana Kadlubovych, Daryna Chernyak</b> ANTICIPATION OF THE LIFE PERSPECTIVE OF YOUTH IN THE CONTEXT OF THE NOTIONAL DIMENSION OF MODERNITY	96
<b>Alona Bekh, Olena Pryiatelchuk</b> AI-POWERED BUSINESS ACTIVITIES OF DIGITAL MEDIA COMPANIES IN TERMS OF KNOWLEDGE ECONOMY	112
<b>Lilia Bodenchuk</b> COMPANY HUMAN RESOURCE MANAGEMENT IN CONTEXT OF GENERATIONAL THEORY	127
<b>Irina Liganenko</b> COACHING TECHNOLOGY AS MODEL FOR DEVELOPMENT OF PUBLIC SERVANTS	137
<b>Olena Sergienko, Maryna Tatar, Oleksandr Bilotserkivskyi, Valeria Baranova</b> APPLIED ASPECTS OF PROACTIVE MODELING OF INNOVATIVE- INVESTMENT PROCESSES OF COMPLEX HIERARCHICAL SYSTEMS: ENTERPRISE – REGION – STATE	147
<b>Alina Tkachenko</b> PROSPECTS OF UKRAINE ON THE EUROPEAN ORGANIC FOOD PRODUCTS	162

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## **SOCIAL DEMANDS FOR PROFESSIONAL AND PSYCHOLOGICAL PROSPECTIVE EDITORS' TRAINING IN THE CONTEXT OF MODERN JOB MARKET**

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***Abstract.** One of the important problems of higher education for quite a long time can be considered the situation of graduates' competition at the level of European job market. The proclaimed autonomy of higher education institutions makes it possible to adjust the educational process in accordance with the needs of young people and requirements of the society. The research provides examples of possible interdisciplinary subjects taking into account all social demands. The use of innovative techniques allows students, on the one hand, to use skills and abilities of many disciplines at the same time and on the other hand, immediately attracts future graduates to the problematic working situations, increasing their motivation to study and psychological readiness. The focuses are not on the learning process, but on the results of training within the needs of modern job market and the motivational component will contribute to increasing the graduates' competitiveness while preserving the priority of professional training. Psychological readiness, practical skills, basics of critical thinking, language mobility need to be adequately represented in the learning process. The study shows the integration of various educational and practical components in the process of teaching, which can be realized by the developing of qualitatively new educational programmes, where the formation of the curriculum is subordinated to the competencies and learning outcomes, and most courses are of integrative nature. Therefore, the development and application of advanced training technologies, without which the interdisciplinary approach to the construction of the educational process is impossible, are revealed in the context of the problems raised.*

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### **Introduction.**

The new Ukrainian legislative framework in the field of higher education, in particular the implementation of the policy of higher education institutions autonomy, demonstrates the broad perspectives of all specialties educational programs formation, taking into account not only the specifics of the field of study, but also the production necessity, job market demands and students' mobility.

In the context of modern European job market needs and requirements for the country's development strategy, the orientation of modern humanitarian discourse is methodologically demanded not merely on the interdisciplinary approach within the framework of professional training of higher school, but also on the use of the latest techniques simultaneously with the integration of several educational disciplines in order to bring so-called universal professional competence to the fore in the educational process, that is to say such skills and abilities that the student will be able to apply in any socio-cultural coordinates of the world.

Nowadays not only the problems of the higher education development are of great importance, but the outcomes of educational programmes as well, which should take into account the needs of modern job market and focus on a close connection between all components of the educational process, preserving the priority of vocational training. So, some of the most demanded general competencies that today require careful attention and the proper level of establishment are those that are related to practical skills, critical thinking, linguistic mobility and psychological readiness. The analysis of job market of most European countries shows a tendency for promotion of general competences, if not in the first place, then along with the professional ones. A questionnaire for graduates conducted in this study indicates professional mobility and psychological readiness for the specialty as the most expected outcome of educational programmes in order to be competitive not only in Ukrainian but also in European job market. This, in its turn, increases the motivation of students. We believe that only the integration of various educational and practical components of educational process can solve the bulk of professional higher education problems, even the problem of reducing individual specialties academic setting combining learning modules of general courses, such as foreign language and specialized subjects.

The main purpose and tasks of the work were to investigate and outline the ways of prospective philologists' of the specialization "Editor of educational editions" professional and psychological competence development taking into account the motivational component and needs of the modern job market by making the maximum use of the interdisciplinary component. While solving certain problems at different stages empirical and theoretical methods were used, such as observation, description, classification and systematization, as well as a comparable method, elements of component analysis, questionnaires.

Issues of future specialists' professional and psychological training were under analysis of native and foreign scientists (B. Cunningham, L. Gorodnycha, E. Klymova, N. Kuzmina, E. Levanova, M. Markova, S. Nikolaeva, M. Olkhovyk, V. Semychenko, V. Slastonin, Y. Zeer and others). The problem of future specialists' professional and psychological preparation has always been the subject of domestic and foreign scientists' investigations. O. Antonova, S. Honcharenko, O. Dubaseniuk, N. Nychkalo and L. Sirin have elaborated the question of content, forms and methods of pedagogical abilities and skills formation in the professional training context. In particular, prominent Ukrainian methodologist and didact S. Honcharenko attached primary importance to the study of pedagogy by students noting that it is science "about the essence of personality development and formation and as a result on this basis elaboration of the theory and methods of education and training as a specially organized process is done" (Honcharenko, 1997). Continuing his ideas in the monograph "Professional training of future teachers for teaching" the authors (O. Antonova, O. Dubaseniuk, etc.) emphasize that the modern educational process in higher education should not have such negative features as "uniformity, limitations, indifference, slowness, leveling of personality", and focus on "conformist specialists training".

Therefore, the formation of a specialist should take place under the influence of the following disciplines: humanities, psychological, pedagogical and special (Dubaseniuk, 2003).

The content, forms and methods of pedagogical skills formation in the context of professional training were developed by S. Honcharenko, O. Dubaseniuk, N. Nychkalo, L. Sirin. N. Kichuk, Z. Kurliand, N. Nahorna, O. Pekhota, S. Sysoieva devoted their researches to solving problems of preparation for various types of activities.

They believe that the important prerequisite for solving this problem is the usage of a system approach, namely a combination of educational goal, content, organizational forms, methods and techniques. Also, the formation of future specialists' professional orientation as holistic systematic educational and developmental process becomes essential. Its specific components are goals and content of education, processes of studying and upbringing, the activity of subjects of the pedagogical process and organizational forms of educational activity (Kichuk, 2019). Investigating the concept of a person's professional development in the system of continuing education scientist E. Zeer comes to a conclusion that getting an education, mastering a profession, or rather a specialty with a certain level of qualification are crucial in this process. At the same time, the author emphasizes that in modern postindustrial society, which is characterized by dynamic professionalism, socio-economic instability, the introduction of high technologies; general training should provide the graduate with a wide range of professional competencies, including psychological readiness to perform professional activities (Zeer, 2008).

Psychological readiness is studied in accordance with the problems of definition and internal filling of the phenomenon. In general, individual's psychological readiness is defined as intrapersonal education, the structure of which embraces character traits, the development of professionally important cognitive processes (attention, perception, thinking, memory, etc.), psychic state (positive attitude to the profession, motivational mood, etc.), manifestations of temperament and so on.

The state of psychological readiness is considered to be an internal adjustment, adaptation of human capabilities to successful actions at a certain moment. Readiness at the same time is characterized by a state of personality that arises before the performance of any activity and depends on the content and individual's personal qualities. So that, psychological readiness, on the one hand, includes the stock of professional knowledge and skills and, on the other hand, personality's traits that ensure the successful completion of professional pedagogical functions.

### **1. Professional competence in the system of higher education**

First point, professional competence in all educational programmes is put into the first place, and is formed directly by a set of skills of professional training within the defined specialty. In fact, this does not only predict first-class knowledge of the subjects content of vocational and practical training, but also psychological readiness for the chosen profession, the possession of the latest technologies in the specialty, the desire to treat their duties creatively, to acquire knowledge, think, have a good command of languages, at least of Ukrainian and English.

Nowadays, many scientists (Bondarenko, 2007), (Gorodnycha, Olkhovyk, 2018), (Markova, 1996), (Ovcharuk, 2004) define professional competence as a set of professional knowledge, abilities, skills and ways of carrying out professional activity. The main components of professional competence in their opinion are:

- socio-legal competence – knowledge, skills in the field of interaction with public institutions, as well as skills in professional communication and behavior;

- special competence – preparedness for independent performance of specific activities, ability to solve typical professional tasks and evaluate the results of their work, the ability to acquire knowledge and skills in the specialty independently;

- personal (acmeological) competence – the ability to increase professional development of professional skills continuously, as well as to implement yourself in the professional field;

- autocompetence – an adequate idea of the social and professional characteristics possession of technologies to overcome professional destructions.

In addition, an extreme professional competence is distinguished as the ability to act in conditions that have been unexpectedly complicated (Zeer, 2008).

At the same time professional acme, according to A.O. Derkach can be manifested as a man's acquiring of high professional activity levels, professional communication and individual's maturity (Derkach, 2006). Therefore, indicators of maturity of activity, communication and the man of action can be considered as criteria for the presence of types and forms of professional acme. The criterion for the effectiveness of professional activities can be effective and procedural indicators, in particular: efficiency, expediency, conformity of the result to the set goals; the presence of results in the form of a change in the subject of job, the stability of high results; cost effectiveness, minimization of resource costs, participants' time and forces; performance, optimality, achievement of the best result in the given conditions at minimal expenses of time and forces; obtaining results and possessing methods of activity at the level of high samples, standards of the profession (professional skills); setting new tasks, finding non-standard technologies, getting a fundamentally new product, going beyond the existing professional experience (professional creativity); variety of tasks of professional activity; use of socially acceptable and flexible technologies; the formation of a subject of professional activity (the ability of a person to set goals, to realize, to regulate activities); absence of deformations in professional activity; reliance on the past experience gained in the profession and personally; possession of specific types of activities (specialization); possession of several related activities (universalization); possession of knowledge, skills in the profession at the level of requirements to the levels of qualification.

Thus, professional competence is revealed due to the whole complex of personal qualities, on which modern higher education should be focused:

- cognitive – the ability to feel the world around, to ask questions, to find out the causes of phenomena, reveal your understanding or misunderstanding of the issue, etc.;

- creative – inspiration, fantasy, flexibility of mind, sensitivity to contradictions, freedom of thought, feelings, movements; predictability; criticality; the presence of your own opinion, etc.;

- methodological – the ability to understand the purpose of the activity and the ability to explain it, the ability to set goals and organize their achievements; the ability to rule-making, reflexive thinking, self-examination and self-esteem, etc.;

- communicative – caused by the need to interact with other people, with objects of the world around and its information flows, ability to find, transform and transfer information, to use modern telecommunication technologies, etc.;

- worldviews – determine personality's emotional and value settings, their ability to self-knowledge and self-movement, the ability to determine their place and role in the surrounding world, national and universal human orientation, patriotic and tolerant personal qualities, etc. (Khutorskoi, 2007).



At the same time, Ukrainian higher education is still focused on mastering the professional component of a particular specialty, and, namely, the problem already begins at the level of curriculum formation, when there is no interdisciplinarity as one of the main prerequisites for the qualitative results of the educational programme. Psychological readiness of future graduates of higher education institutions, professional skills, and the growing demand for the practical component of the specialty and the lack of technological support in educational institutions are hardly taken into account. The process of the prospective editors' professional training has certain stages and involves general, special and professional, personal preparation of the student for working within specialty, as well as the formation of psychological readiness for professional activity.

The general competences of the editors of educational editions are formed by knowledge on humanitarian and socioeconomic subjects, in particular, ESP (English for specific purposes), the basis of scientific writing, interpretation and its methodology, topical issues of culture and media, computer literacy and technology. Professional training includes the study of linguistics, literary, editorial courses. In this case the educational programme should take into account future specialist's self-education, self-upbringing and self-development (a dynamic and continuous process of a person's self-reflection characterized by growth, formation, integration and implementation of professionally significant personality's traits and abilities, active qualitative transformation by person of his inner world), which is possible only when there is a high motivation to the educational process. Psychological readiness for a specialty is formed only on the basis of a specific vector of special professional training, their personal and motivational assertion, desire to succeed and become competitive in the job market, realizing this to be a continuous lifelong process.

Therefore, three components that are important for the structure of prospective editors' pedagogical and psychological readiness should be personal, individual and professional. It is necessary to pay attention to the motivational component, when a positive attitude is formed for a certain type of activity, desire to be engaged in it; cognitive and gnostic, providing an appropriate level of mastering the means and methods to put various aspects of professional activity into practice; emotional-volitional and evaluation components that indicate the index of self-control and emotional sustainability and self-esteem.

## **2. Future editors' psychological readiness in the context of job market social demands**

The specialty "editor of educational publications" is being studied because of certain versatility, which is expected by the outcomes of their studying. The professional capabilities of the editor are quite extensive and are related to the following spheres: publishing, editing, literary work, editorial manager, writer, journalist, etc. (Tymoshyk, 2006). Correspondingly it requires a future specialist to obtain a range of professional qualities, skills, abilities necessary for a successful career. The professional requirements of the prospective editor are, first of all, extended humanitarian education and, if necessary, the second, special (economic, legal, natural) with possession of one or two foreign languages. The high level of computer literacy and knowledge of such subjects as layout, design, publishing standards are equally important. It should be noted that knowledge of a foreign language should be purely practical, that is, the requirements of the job market predetermine the need to possess their professional knowledge in a foreign language.

The psychological training of a highly skilled worker remains out of the attention of most educational programmes.

Understanding psychological training as a formed system of abilities, professional type of thinking, work ability, orientation of thought, emotional and moral potential, the ability to evaluate critically professional space and their own activities, one should emphasize the importance of its role in the formation of personality settings, not just awareness of the implementation of professional functions, the search for optimal ways of activity, the ratio of their abilities and capabilities, but also the ability to understand and assess the demands of job market and to be constantly competitive.

Mental state is defined as an integral characteristic of mental activity for a certain period of time, which determines the peculiarity of the course of mental processes, depending on the reflected objects and phenomena of reality, the previous state and mental properties of the individual. The main determinants of the status are: a) the needs, desires and aspirations of man (or, more precisely, conscious and unconscious needs, aspirations and desires); b) his capabilities (hidden potentials and abilities that manifested themselves); c) environmental conditions (objective influence, subjective perception and understanding of the current situation) (Grechko, 2010).

Five factors in the mental states, such as: mood, assessment of the probability of success, motivation (its level), level of vigilance (the tonic component) and attitude to work (activity) have been distinguished and combined into three groups: motivational-inductive (mood and motivation), emotionally-estimated (estimation of success probability and attitude to work) and activation-energy (level of vigilance) (Grechko, 2010).

Mental states are distinguished by evolutionary, functional and structural features. According to the evolutionary feature, three levels of emotional manifestation are at the forefront. The first characterizes the emotional (sensory) tone of sensations (feeling of pleasure or dissatisfaction, pleasant or unpleasant), which emotionally paints sensory images and feelings of a person. The second level is emotions that have a clear, objective character. This is a wide range of positive or negative emotions that reflect the situational attitude of a person to an event.

We are discussing one of the global problems in the system of modern higher education, namely, the lack of psychological readiness for both the chosen specialty and the challenges of the job market. In the course of the study, a questionnaire survey of prospective philologists from five regional universities was developed and conducted, within which additional analysis of student employment results was conducted. During questioning we found out that 85% of graduates received profession of the philologist without identifying themselves with this specialty in future. Among the main motives to training were the following: receiving higher humanitarian education, choice of parents, opportunity to get any higher education. Other 15% while obtaining Master's degree had been already working or tried working in philological or editorial field. At the same time only 7% answered with assurance what exactly they expect from the educational programme for their own competitiveness in future. The majority would like or plan to work abroad or for foreign companies. In five years 12% of graduates began to work in their specialty directly, and another 7% indirectly (for instance, advertising agencies, PR managers). These results testify the low level of professional and psychological preparation in the sphere of the higher education, that automatically makes future graduates not competitive in the job market.

After all, psychological readiness includes, first of all, selective focus on professional activity, and only when there is a positive attitude to the specialty and there are motivated needs for this activity.

The aforementioned motivations to study in no way contribute to this. So there are two problems at the same time: how to form psychological readiness for a specialty in the first category (85% of students), and how to develop and support readiness for the specialty in the rest (15%). We can speak about the formed psychological readiness only under conditions of emotional attitude development, the ability to adapt their behavior in accordance with the emerging situations, the ability to build a process of communication and the availability of such psychological abilities as thinking, visualization, observation, communicative skills and complex professionally significant properties (emotional stability, self-control, sincerity, kindness, perseverance, etc.) The source of motives is traditionally considered to be the influence of the environment on person's inner world, determined by internal conditions (personality, psychological states, consciousness, experience), which encourage some activities, including activities in stressful situations.

If we do not oppose these two groups, then we suggest the cardinal review of educational programmes based on interdisciplinary approach and focused on the programme outcomes (especially competitiveness in European job market) expected by students as one of the productive solutions of the discussed problem.

### **3. The ways of social demands for future editors' professional and psychological training implementation while studying**

Having analyzed the theory of readiness (Conley, 2007) we can point out that the readiness of students is determined by the skills and ability to carry out the tasks in the process of activity, particularly in education. It is regulated by the following characteristics: intellectual openness, curiosity, the ability of texts and data interpretation, accuracy of thinking, relevant skills (Conley, 2007). It requires three main elements: basic academic knowledge and skills, the ability to apply these skills in specific situations for functioning at the workplace and in everyday life, the application of special skills necessary in any field. That is why let us interpret the educational programme of the specialization "Editor of educational editions".

The educational programme of the prospective philologists is based on the integral competence, which provides: the ability to solve complex specialized tasks and practical problems in the field of Ukrainian philology; editing; the ability to carry out a reasoned critical review of audiovisual and printed information, which implies the application of certain theories and methods of linguistic, literary, journalistic, publishing, and pedagogical sciences and is characterized by complexity and systemic conditions.

The specialty of editor of the educational publications also requires of the future graduate to form a general control competence, in particular, the flexibility of thinking – willingness to use language and literary knowledge and competences; interpersonal communication skills; the ability to self-examination, self-criticism, self-control; scheduling and time management skills; the ability and readiness to make decisions; the ability to present complex information in a concise form orally and in writing.

The educational programme of this specialty provides the following outcomes: the ability to use knowledge of basic concepts and conceptions of modern linguistic and literary science, to operate freely with linguistic and literary material; the ability to use knowledge in the field of linguistics, literature, to carry out research work; the ability to conduct a dialogue as a way of dealing with culture and society, to be able to express and justify the position; the ability to interpret the information in oral form, translate it and summarize it in writing; the ability to create media texts and media reports and analyze them according to semantic and structural criteria; the ability to

apply rational methods for the search, selection, systematization and use of audiovisual and printed information; the ability to apply knowledge and skills in computer science, to use technical means of translation and teaching, methods and techniques of teaching language and literature; the ability to build information communication in a professional and non-professional circle taking into consideration the existing socio-cultural context.

The programme outcomes show clearly the necessity of new approaches to the formation of a specialty syllabus. In our opinion, the basic one can be the integrated use of teaching methods of general-purpose disciplines with the methods of teaching professionally oriented courses. Such an approach was proposed by M. Brunton (Brunton, 2009), M. Schleppegrell, M. Snow, F. Stoller, about the peculiarities of ESP teachers' professional activities (Kokor, 2015). It can be implemented not only within the framework of foreign language, but also at all courses that form general competences. It will also be expedient to use the mobile forms of organization of the learning process, when the emphasis is on cooperation with the professors of specialized disciplines and the professional environment, which will be facilitated by group and individual work, and the percentage of traditional forms, such as lectures and seminars, will be reduced to the limit. For example, the course of computer literacy and technology should be integrated directly into the specialized disciplines of the editorial cycle and be taught with the involvement of teachers or professional programmers working in the field of publishing. Thus, the course should be constructed so that only one third of all topics concerns only general competences, and two thirds of them must form skills and abilities of the specialty "editors of educational editions".

As we have already mentioned editor educational programme results relate to the skills and abilities that are directly connected with the work on texts, media texts and informational messages. For this reason teaching of editorial analysis and text correction as a part of future editors' professional readiness training is based on the multi-dimensional awareness of the functioning of the text. It is obvious that a future employer would be interested in candidates' knowledge of the mechanism and general structure of the editorial analysis of the text, whether they will be able to assess the authenticity of the factual material and edit accordingly, find resources to check the available factual material. On that account it is essential while future editors' training to develop their skills of independent search and selection of scientific material and its comprehension, the skills of analyzing the logical foundations of the text and compositional techniques, the ability to use scientific, educational, reference, periodical literature, to comprehend the obtained information in order to master the methods of conducting research work; mastering the skills of developing tools for a particular research, self-editorial analysis; qualified transformation of various types of texts (change of style, genre, purpose of the text, etc.), including the creation of new texts on the basis of the transformed text, creation, editing and referencing of journalistic texts, analytical reviews and essays; mastering the methods and skills of stylistic editing of the text keeping its individual and authorial peculiarities unchanged.

To accomplish the tasks, we need the latest teaching technologies that would allow us to apply a multidisciplinary approach on an ongoing basis. Problematic, project, information and communication technologies, case methods (highly structured, short vignettes, long unstructured cases, executive cases, thematic cases, and Harvard cases) allow teachers of different disciplines to integrate the modules of their own disciplines in order to show the results of integration competences formation.

So, within one integrated course, we can teach ESP editorial analysis and editing, publishing standards and topical issues of culture and media at the same time. Case study solving method at the beginning of such a course (for example, the creation of a periodical publication of the European level, the development of an anti-crisis package for the salvation of non-profit media resources, the making of a creative product and an advertising campaign for its sale on the European market, etc.) could be one of the effective approaches. Then, the whole process of the learning is centered on this project task.

One of the most optimal ways to implement such an approach can be wide use in the native higher school case-method varieties, which involves creating or writing a specific situation in a particular professional area, where future graduates can be involved directly or indirectly. This technique is interesting in that it suggests a real problem or contradiction in a particular area; material is often taken from real life, for example, in our case, this is the problem situations of a particular publishing house, printing house or PR agency. The objective of the project is to analyze the given problem and to find the best solutions, in particular, to offer their own project of a competitive publishing house with an economic or socio-cultural orientation, to bring the domestic bookstore to a new economic level, to find new markets for the book products of a particular direction, to introduce new ways of searching and creating qualitative educational products, etc. This suggested way will help to satisfy basic programme learning results of future editors which include the ability to create media text and media reports and analyze them accordingly to semantic and structural criteria; the ability to build informational communication in a professional and non-professional circle, taking into account the social and cultural context.

Among the important features of a case-method for higher education, we can name a purely practical orientation when both teachers direct theoretical training to the implementation of the final project design, and students immediately learn to apply theory and practice skills, which allows prospective editors to detail the specifics of their specialty. The interactive format is equally important, which prompts more effective mastering of the material, because the combination of academic learning with practice already at the initial stage of learning, emotionally attracts students to active and motivated learning. At the same time, the main emphasis is not on mastering the theoretical knowledge, but on the formation of this knowledge in the process. So with the help of new techniques it is possible to improve the so-called "Soft skills" associated with critical thinking, communication, teamwork, leadership skills, etc.

### **Conclusions.**

The problem of professional and psychological training of graduates of higher education remains extremely important in modern job market. Social expectations are much higher, especially in the global market and the ability of domestic students to be competitive requires flexibility in the educational process and high motivation from the students themselves. The latter directly depends on the psychological readiness of future graduates for the chosen profession, their desire to master the latest technologies, constantly improve, and actually see themselves in the profession. All this is possible only if the approaches in the higher education system are updated. Therefore the development of such competences, which are connected with practical skills, critical thinking, linguistic mobility, and psychological readiness, requires special attention. Also, it is necessary to consider the motivational component, the needs of the modern job market, to focus on the interdisciplinarity of the educational process.

The appropriate combination and integration of general-purpose disciplines methods teaching with methods of professionally oriented courses teaching, as well as the usage of mobile forms of organization of the educational process will be a qualitative solution to the raised problems. We must agree on the impossibility of expecting a large number of psychologically prepared students, even with a master's degree, and the educational programme should include criteria for forming both professional and psychological readiness of future graduates for the chosen profession. A prerequisite is the mandatory survey of first-year students, the results of which will show the level of psychological readiness, expectations from training and future profession, will allow to adjust the selective components of the educational programme and focus on the necessary teaching methods.

In our opinion, the questions of non-traditional teaching forms use (trainings, role and imitation games, group work, etc.), organization and conducting of practice, self-study work, and individual creative projects of informal and dual education remain extremely important. The investigation shows the need for differentiated approach concluding the curricula in view of the specialty and, accordingly, the social expectations of professionals in the chosen profession. The analysis of the specifics of future editors' training shows that psychological readiness, along with professional, can become an important criterion for the competitiveness of domestic philologists in the labor market. The future editors' training in higher education requires special attention to the formation of general competencies, such as critical thinking, a high level of communication, teamwork, flexibility in decision-making, and so on. It is important to organize editorial practice, independent work taking into account the needs of the labor market, development of case methods with the involvement of competent representatives of the professional market. It is the study and development of new techniques, the integrated use of teaching methods of general cycle disciplines with methods of teaching professionally oriented courses that we consider promising for further research.

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