Section 2. Higher Education

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STRUCTURAL-FUNCTIONAL MODEL OF THE READINESS FORMATION OF FUTURE THEOLOGY BACHELORS FOR COMMUNICATIVE INTERACTION IN PROFESSIONAL LIFE

Abstract. The article shows a structural-functional model of the formation of the readiness of future theology bachelors for communicative interaction in their professional life, made in the form of a pedagogical process deployed in time, consisting of interconnected theoretical, methodological, substantive-functional and productive blocks. The proposed model recreates the general idea of the author of the possibility of making certain changes to the existing process of training of future theologians in order to form a high level of readiness for communicative interaction in professional life.

Keywords: structural-functional model, formation of readiness, bachelor, theology, communicative interaction.

Articulation of issue. The formation process of the readiness of future bachelors of theology for communicative interaction in professional life is one of the important aspects of the holistic process of professional training of future theologians and occurs in an organic combination with the processes of education and obtaining theoretical knowledge and practical skills necessary to fulfill professional duties. The theoretical analysis results of theological and pedagogical literature, a synthesis of the educational process organization experience in Orthodox theological seminaries and at the theology departments of secular universities have suggested that the formation process of the readiness of future theology bachelors for communicative interaction in professional life will be more effective if developed and phased in study time of future theologians structur-

al-functional model of the formation of readiness of future theology bachelors for communicative interaction in their professional life.

The purpose of the article is the development and establishment of the scientific rationale of the structural-functional model of the formation of readiness of future theology bachelors for communicative interaction in professional life.

Statement of the basic materials. The modeling method, which has long been widely used in research in various fields of knowledge, has recently become increasingly used in the organization of pedagogical research.

In pedagogy, the concept of “modeling” is viewed as a simplification of reality in order to verify the functioning of specific elements [6, P. 90], the study of an object by creating and researching its copy (model),

which replaces the original in certain aspects, the understanding of which is of interest [4, P. 95]. Modeling serves three useful purposes: heuristic, computational, and experimental [3, P. 43]. The possibility of combining theoretical and experimental research methods and obtaining a predicted result makes it advisable to use the modeling method when conducting pedagogical research.

The general goal of the structural-functional model proposed by us is to purposefully develop the motivational-targeted, cognitive-operational and personality-reflective components of the readiness of future theology bachelors for communicative interaction in professional life.

The theoretical and methodological block of the proposed structural and functional model covers methodological approaches, principles, and organizational and pedagogical conditions for the formation of the readiness of future theology bachelors for communicative interaction in professional life.

The following approaches were used as the methodological basis for organizing formation process of the readiness of future theology bachelors for communicative interaction in professional life: competency-based, on the basis of the orientation of the educational process on the formation of the necessary key, professional and general cultural competencies, the development of individuality and self-actualization of the student's personality; personality-oriented, based on the attitude of the teacher to the student as an integral personality, the subject of his own development and educational interaction; anthropological, focused on the value, significance of human person as the image and likeness of God, the subject of cognition in all mental and physical dimensions.

The principles of the pedagogical process are described by M. Fitsula, a representative of classical pedagogy, as a system of basic requirements for study and upbringing, the observance of which makes it possible to effectively solve the problems of the comprehensive development of a person [5].

Based on the analysis of Ukrainian and foreign scientific and pedagogical literature, the study of centuries-old experience in organizing the educational process of Orthodox theological educational institutions, the principles that characterize the organization of the system for preparing the theology bachelors for communicative interaction in professional life are characterized by: general principles, such as purposefulness; science; consistency and consistency; complexity and continuity; visibility; a combination of individual, group, collective and mass forms of work; intersubject integration; the synthesis of theory with practice and the principles of Orthodox pedagogy: the principle of christocentrism; the principle of confirmation; the principle of perception of human person as the image and likeness of God. In the process of preparing theology bachelors, generally accepted principles are inextricably linked with the principles of Orthodox pedagogy and form an integrated system, continuously and organically interacting from each other.

Ensuring the training of specialists of the appropriate level is possible only if certain pedagogical conditions are met, which are circumstances that determine the occurrence/development of one or another process [2, P. 236].

The organizational and pedagogical conditions for the formation of the readiness of future theology bachelors for communicative interaction in professional life were defined during the study as follows: the orientation of teachers of higher education institutions to enhancing the harmonious spiritual growth of future theologians through affirming and strengthening them in virtue; the internalization of the value attitude of theology students to communicative interaction in professional life; creation of a communicative-oriented environment aimed at forming the readiness of future theology bachelors for communicative interaction in professional life; ensuring the optimal subject-to-subject interaction of the participants in the educational process by acti-

vating the mechanisms of personal and professional self-development in classroom, extracurricular work and on-the-job training.

The goal of modeling the content-functional block of the author's model was to create a holistic, as close as possible to real professional conditions, understanding of the future professional communication interaction, for which purpose the content of training includes specially selected theoretical materials and practical tasks that recreate the main types of professional situations with which the young theologian should effectively cope after graduation from a higher education institution.

A great importance our study is given to:

- mastering by theologian students of the author's special course "Fundamentals of the communicative interaction of theologians in professional life", the goal of which is the formation of theoretical knowledge, practical skills and abilities of communicative interaction in professional life for future bachelors;

- expanding the content of the academic disciplines "Ukrainian language", "Pedagogy", "Psychology", "History of Ukraine and Ukrainian culture", "Introduction to the specialty and fundamentals of theology", "Apologetics", due to their potentially wide semantic possibilities in revealing certain aspects professional communicative interaction of future theologians;

- updating of introductory practice and on-the-job training, which are essential not only in modernization and deepening advanced theoretical knowledge and skills, but also in intensively contributing to the formation of readiness of future theology bachelors for communicative interaction in professional life.

Successful implementation of the proposed concept largely depends on the choice of training technology – a systematic method of creating, applying and defining the entire learning process and mastering knowledge, taking into account technical and human resources and their interaction,

which sets as its task the optimization of education [1, P. 331].

The technology of professional training of future bachelors of theology refers to the technology of specific training, an essential characteristic of which is the consistent modeling of the entire system of forms, methods and means of study, which should ensure the fastest possible transition from educational activity to work, minimizing the process of adaptation of a young specialist to real professional conditions. In the process of preparing theology bachelors for communicative interaction in professional life, modern interactive, game and information and communication educational technologies are actively used.

In the resultant block of the proposed experimental model, criteria for assessing (high, medium, and low) levels of formation of the components of the readiness of future theology bachelors for communicative interaction in professional activities: motivational-targeted, cognitive-operational, and personality-reflective are presented.

It should be noted that the process of preparing future theology bachelor for communicative interaction in professional life is viewed in this article as a continuous process that is carried out in parallel with the teaching of the main and variative courses throughout the entire term of study of theological students in higher education.

Conclusions and propositions. The effectiveness of the proposed structural and functional model for the formation of the readiness of future theology bachelors for communicative interaction in professional life depends on its introduction on the basis of a logical phased, planned and targeted interaction of all participants in the educational process throughout the entire period of study of future theologians in higher education.

The prospects for further scientific research lie in a thorough study and deep scientific understanding of the system of professional training of theology bachelors for communicative interaction in professional life.

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