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Analysis of the term “Information and Analytical competency”

The problem of information support of the educational management is being disputed not only in the works of the educators. Philosophers, sociologists, psychologists, lawyers, engineers as well as other researchers are also involved in the discussion. Nowadays much of the conceptual basis of the use of information in vocational and technical school management is reviewed by the administrators of educational institutions of that type. It is known that “possession of information brings enormous political, economic and social advantages and benefits. Drive for information, for controlling its sources is natural desire of everyone as information gives power, opportunity and ability to use all mechanisms for achieving your goals” [Yaroshenko 2009: 232]. Information scope is growing rapidly. Thus the director in charge should have efficient mechanisms for search, selection, processing and structuring large pieces of information in order to adapt it to specific conditions of each school. To use information effectively every director should develop the ability to use information to meet his/her personal, professional and social goals. It stipulates development of his/her information and analytical competency. In order to solve this problem we need to define the basic concept of “information and analytical competency”. Principal results of the study are as follows.

There are several approaches to defining the essence of the concept. Information and analytical competency is interpreted as: integral organization; integrative personality characteristics; special competency in the group of semiotic competency; as two separate core competencies: information and

analytical. It is also considered as certain requirements that characterize the ability and willingness of a specialist to work in the relevant subject areas.

Being an integrative characteristic information and analytical competency reflects the willingness and ability of a person to search, collect, analyze, and process information and to use it productively while performing professional tasks [Naznachylo 2003: 170]. Placed in the group of semiotic competency information and analytical competency is considered in conjunction with linguistic competency and competency of analytical and synthetic information processing [Alfeyeva 2010]. The integrity of information and analytical competency embraces several components: professional motivation, interests, needs, values and sense orientation, knowledge, abilities, skills, primary professional experience, acmeological aspects, etc. [Zinchuk 2010].

N.V. Frolova treats information and analytical competencies separately. According to her studies information competency involves the ability to build an effective system of information resources (to help to form the legal basis for decision-making process) and determine the needs for a particular information resource in the process of operational and strategic management of the organization. Analytical competency includes the ability: to assess the efficiency of the proposed information resources; to evaluate objectively the positive and negative aspects of each component of information resources; to carry out efficient assessment of data flow from each component of information system; to compare information flows from various components of information systems in the most effective way; to formulate complex analytic conclusions on the basis of information received; to interpret, organize, critically evaluate and use gained information in the context of a certain management problem [Frolova 2010].

It is obvious that efficiency of administrative activity is impossible without productive use of obtained knowledge and information both in personal and socially important situations. T. Yelkanova believes acquiring information

and analytical competency to be a "path to the versatility of human qualities that promotes real understanding of human nature by a man, his place and his role" [Yelkanova 2009].

Thus, information and analytical competency is referred to a key component of professional competency, particularly that of a manager, and is interpreted as a phenomenon and a process. Researchers link it to the information and analytical activity [Haydamak 2006], which is treated as a system establishing component of administrative, educational, research and innovative activity, public practice or production.

Findings of the category "information and analytical competency" indicate that the effective use of information is possible under conditions of mastering such methods as: per-aspect text analysis, content analysis, classification analysis, clustering analysis, extraction of valuable personal content, etc.

Everything mentioned above makes it possible to draw certain conclusions. The most important and basic property of information and analytical competency is its bi-parameter nature. Each separate part (information and analytical competency) is a complex, integral organization. There is a certain interconnection between them which is not accidental, but evolutionary by nature. It is scientifically grounded and proven by social practice. Information and analytical competency can be regarded as a phenomenon and as a process. Though it still maintains its properties of poly-functional nature. Such situation requires the study of the concept "Information and Analytical competency" with the help of brand new technologies.

The level of complexity of the task, its specificity requires the use of the methodology of its analysis, modeling, forecasting, and working out new approaches to development while considering the impact on human consciousness.

Resolving the problem of conceptual unity of the two components of the conceptual category of “Information and Analytical competency” will be efficient under condition of using the interdisciplinary approach based on systematic methods.

Thus, the formation and development of information and analytical competency of administrators of vocational education institutions requires joint efforts of scientists, administrators of vocational education institutions at all levels and, above all, the very administrators. The following conditions should be created: development of motivational climate in a regional educational environment, building a model of information and analytical competency, academic and methodological support, etc.

Література

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Резюме

В статье проанализированы разные подходы к определению категории "информационно-аналитическая компетентность" в научной литературе. Степень сложности данного понятия требует в дальнейшем исследовании использования междисциплинарного подхода на основе использования системного метода.

Summary

The article analyzes different approaches to defining the category of "information and analytical competency" in the scientific literature. Certain complexity of the term requires further investigation as well as usage of the interdisciplinary approach as a part of the system method.

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