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Self-study activity with the use of information and communication technologies in the process of formation of the information and analytical competence of future border guard officers

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Abstract. The problem of formation of the information and analytical competence of future border guard officers with the use of information and communication technologies in their self-study activity is highlighted. The essence of the information and analytical competence is understood as a component of professional competence that reflects the readiness and ability of future border guard officers to apply information and analytical knowledge, their abilities, skills and personal qualities while processing information of various types and forms of presentation; ability to search for, evaluate, store, analyze, issue and disseminate important information in order to obtain qualitatively new knowledge necessary for decision-making in their professional activity. The structure of the information and analytical competence is the unity of four components, in particular, a value and motivational component, a cognitive and operative component, an activity component and a subjective one. The content of training is improved on the basis of the learner-oriented approach. The model that consists of organizational, practical and resultative blocks has been developed. The article deals with the issues of implementing the use of information and communication technologies in the course of foreign language training for future border guard officers as one of the pedagogical conditions of forming the information and analytical competence. The advantages of usage of new information and communication technologies in the self-study activity of cadets of higher military educational institutions is considered. The article highlights the importance of the self-study of future border guard officers in the process of formation of the information and analytical competence. The author states the main functions of the self-study activity in the course of foreign language learning. The teacher role in managing the self-study of cadets is stated. The advantages of usage of electronic textbooks are considered. The author presented interactive exercises and tasks from the electronic textbook. The lead-in is conducted to draw cadets' attention to the topic of discussion. Different types of tasks before/while and after reading or watching the

materials are performed. These tasks and exercises in their turn foster forming the information and analytical competence of future border guard officers.

The implementation of self-study under the condition of introducing new information and communication technologies in the process of foreign language training contributes to the self-reliance formation of future border-guard officers, their activity and initiative in studies. The use of information and communication technologies in the self-study management provides control and self-control of independent cognitive activities, develops the creative orientation of cognitive activities of future border-guard officers, and motivates them to perform their tasks while processing foreign language sources in order to form their own assessment of processes and phenomena.

Keywords: electronic textbook; self-study activity; foreign language training; information and communication technologies; future border-guard officers.

Самостійна робота з використанням інформаційно-комунікаційних технологій у процесі формування інформаційно-аналітичної компетентності майбутніх офіцерів-прикордонників

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Анотація. У статті розкриваються питання організації самостійної роботи майбутніх офіцерів-прикордонників у процесі іншомовної підготовки як однієї з педагогічних умов формування інформаційно-аналітичної компетентності майбутніх офіцерів-прикордонників. Зазначається важливість застосування інформаційно-комунікаційних технологій під час самостійної роботи курсантів вищого військового навчального закладу у формуванні інформаційно-аналітичної компетентності майбутніх офіцерів-прикордонників. Досліджено особливості та переваги використання інформаційно-комунікаційних технологій та електронного посібника з іноземної мови під час самостійної роботи курсантів. Представлено вправи до авторського мультимедійного посібника, які виконуються курсантами самостійно на практичних заняттях та під час позааудиторної самостійної роботи у процесі іншомовної підготовки. Використання цих матеріалів інтенсифікує процес оволодіння іноземною мовою та мотивує курсантів до використання інформаційно-комунікаційних технологій під час самостійної роботи.

Ключові слова: електронний підручник; самостійна робота; іншомовна підготовка; інформаційно-комунікаційні технології; майбутні офіцери-прикордонники.

INTRODUCTION

Modern social and economic transformations taking place in Ukraine require the reform of the system of higher education as it should provide the society with highly skilled specialists who can work effectively, learn independently, adapt quickly to new conditions of their professional activity. The priority of the development of higher professional education, including military one, is the introduction of the main provisions of the Bologna process, namely: introduction of a modular organization of educational process, increasing the share of self-study activity of cadets, improving its quality and productivity, control of quality of education, expanding mobility in obtaining higher education, job placement for graduates. The preparation of future border guard officers capable of competent, responsible and effective activities in their specialty at the level of world standards is impossible without the development of non-standard mind-set, creative attitude to future professional activities.

In today's society, in which information technologies penetrate all spheres, as well as education, requirements for the training of cadets of higher military educational institutions (hereinafter referred to as the HMEI) are changing. Information and communication technologies (hereinafter – ICT) are actively used, with the help of which a significant part of the educational material should be learnt by cadets on their own. In terms of modern humanistic educational paradigm, the HMEI should form cadets' worldview positions, the need for self-actualization and self-realization. In the complex of problems of forming the personality of the cadet of the National Academy of the State Border Guard Service of Ukraine (hereinafter – NADPSU) considerable attention is paid to the culturological aspect of training, which primarily involves the study of humanities. Training in the disciplines of the humanities, a foreign language in particular, should serve as a means of continuous transfer of professional information to the cadets, because work at the professional level requires continuous improvement of the skill, widening of the worldview.

A foreign language for the future border guard officers is a tool for their professional activity and professional knowledge. With this tool they can act, create a favourable atmosphere for professional communication. Learning foreign languages is an integral part of the professional training of future border guard officers, since foreign language skills are important for social interaction in the field of professional communication. Knowledge of a foreign language significantly accelerates the acquisition of new information, widens the mind-set, and enhances the cultural level. The study of a foreign language contributes to the intellectualization of the future border guard officer, the formation of academic, social-personal, professional and special competencies, which serve as the basis for allowing the NADPSU graduate to effectively cope with situations of their professional activity, adapt to contemporary challenges. Future border guards must learn methods of independent research, collection, processing, analysis and synthesis of foreign language information in order to obtain qualitatively new knowledge for important decision-making in their professional activity. Consequently, we can note that the self-study activity in the process of learning a foreign language is an important factor in the formation of information and

analytical competence of future border guard officers. Many researchers studied the problem of organizing self-study activity and increasing its significance in education ([Vyshnevetska, 2017](#); [Heneralova, 2003](#); [Zhaldak, 2016](#); [Shpylovyi, 2011](#); [Yagupov, 2000](#)). In their research, these authors discover the essence of self-study activity, its types and forms, pedagogical conditions for the management, determine its role and functions in the general system of training a specialist.

Implementation of modern pedagogical and scientific, and methodological achievements into the educational process is one of the aspects of reforming education. We believe that the widespread use of information and communication technologies is one of the main ways of improving the content of education ([Boiko, 2008](#)). O. Voronkin ([2016](#)) noted the qualification signs of learning by using information and communication technologies, among which we make it expedient to use in the process of foreign language training: learner-oriented technology of organization of educational process; explanatory-illustrative, reproductive, problem, partial-search and research methods of teaching, individual or group type of interaction in the classroom. At the same time, the specificity of the training of students in the NADPSU, increasing of the proportion of the self-study activity in relation to in-class learning requires a more detailed study of the problem of organizing the self-study activity of cadets, improving its quality as one of the main principles of the Bologna educational process.

The aim of the article is theoretical substantiation of the organization of the self-study activity with the use of ICT in the process of formation of the information and analytical competence of future border guard officers in the course of foreign language learning.

RESEARCH RESULTS

The peculiarity of the learning activity of future border guard officers in the educational environment of the NADPSU is the acquisition of knowledge, namely the ability to search for information, analyze, synthesize, process and evaluate it, draw conclusions that are necessary for decision-making. A modern border guard officer needs to be competent in using information for professional, personal, socially meaningful purposes, which predetermines the development of his information and analytical competence. We will understand information and analytical competence as a component of professional competence that reflects the readiness and ability of future border guard officers to apply information and analytical knowledge, their abilities, skills and personal qualities while processing information of various types and forms of presentation; ability to search for, evaluate, store, analyze, issue and disseminate important information in order to obtain qualitatively new knowledge necessary for decision-making in professional activity.

The results of the analysis of psychological, pedagogical, and methodological research, practical experience in training of specialists in the HMEI became the basis for the development of a structural and logical model for the formation of information and analytical competence of future officers-border guards in the process of foreign language training. We consider that the internal structure of

information and analytical competence in the structure of professional competence of future officers of border guards is the unity of four components, in particular, value and motivational one, cognitive and operational component, activity component and subjective one. This structural and logical model of formation of the value and motivational component of information and analytical competence is achieved if the course content is expressed in lay terms; visual aids are applied in the process of presentation of the material, professionally oriented texts are used, the individual characteristics of the cadets are taken into consideration. We believe that the formation of information and analytical competence of future border guard officers in the process of foreign language training is significantly influenced by the system-activity, competence, learner-oriented approaches. Among the above-mentioned approaches, learner-oriented approach is the most important, as it provides the formation of information and analytical competence of future border guards officers, where the acquisition of a foreign language allows to ensure the development of intellectual and creative potential of a future specialist, his critical thinking, values, motives and intentions.

The developed model is a structural combination of organizational, practical and resultative blocks, which in their unity explain the process and features of the formation of information and analytical competence.

The organizational block includes the purpose, methodological principles and approaches to the formation of information and analytical competence, as well as its components.

The practical block combines three consecutive stages of the process considered. Each stage has its purpose and forms the corresponding component of the informational and analytical competence of future border guard officers.

The resultative block envisages the diagnosis of the results of the formation of all components of the information and analytical competence of future border guard officers according to certain (motivational, cognitive, activity and subjective), indicators and levels (high, acceptable, low).

The success of implementing the model of formation of information and analytical competence of future border guard officers in the process of foreign language training is determined by the pedagogical conditions. One of the pedagogical conditions for the formation of this competence is the organization of self-study activity of future border guard officers by using ICT.

National educationists and psychologists have made a significant contribution to the development of problems of foreign language training, in particular, on issues of psychological and pedagogical conditions for the organization of group activity of cadets ([Herasimchuk, 2004](#)); ways to improve the management of cadets' self-study activity ([Heneralova, 2003](#)); pedagogical conditions for effective organization of independent work by means of ICT ([Taushan, 2003](#); [Yankovets, 2005](#)).

In the process of foreign language training, the elements of information and analytical and communicative competencies are formed. We define the concept of communicative competence as the ability to solve problems and independently find answers to questions that arise in the process of professional, educational, social-cultural and everyday communication in a foreign language ([Karasova, 2018](#)). The

steering document of course unit “Foreign Language for Special Purposes” (English) in the NADPSU is developed taking into account the principle of modularity. The aim of the course unit is the formation of speech, socio-cultural, discursive, strategic, sociolinguistic competence.

The content of self-study activity is determined by the steering document and methodological recommendations of the research-pedagogical staff. The main functions of cadets’ self-study activity in the process of foreign language training are: cognitive function, which is associated with the acquisition of systematic knowledge; function of forming skills and abilities, their revision and creative application; prognostic function that focuses on day-to-day assessment of possible learning outcomes; developmental function that creates favorable conditions for the development of memory, thinking, mental activity; corrective function; educational function, which is associated with the formation of self-dependence as feature of character, responsibility and discipline.

Each module covers some topics. The basis of the content are topical texts, in which one or the other situation of professional communication is considered from different points of view. Modular study gives the opportunity to combine traditional and innovative methods of teaching a foreign language. Due to the fact that the number of hours of the curriculum allocated to a foreign language is limited, the steering document of course unit involves an increase in hours for self-study activity of the students. On the one hand, this is a problem for the teacher, because classroom hours are reduced, which is allocated to the practice of language. On the other hand, it enables cadets to perform some tasks independently, for example: perform an exercise, paying attention to those aspects of language that cause difficulties. The foreign language course unit steering document contains a plan for classroom and non-auditorium self-study (out of 256 hours of class time, 112 hours of independent work by future border guard officers are required). The cadets should study main issues of a steering document. According to it, the cadets are offered standardized tasks for each week of study, indicating the subjects of classes, types of tasks, types of control, defined educational literature by modules, specified forms and time of control.

Self-study activity is guided and controlled by research-pedagogical staff not only in the process of teacher-classroom mode of communication, but also during individual consultations, while discussing a book on home reading with the teacher, during teacher-cadet communication if a cadet was not present at the lesson. You can talk about two types of self-study activity of cadets under the direct guidance of a teacher: independent work, conducted during a foreign language classes, and independent work in a specially designated time for it after classes. Monitored self-study activity of the cadet makes training more individualized. In this case, methodological assistance in the organization a cadet’s self-study becomes tangible.

Thus, extra-curriculum work of cadets on the topic “Crime of modern era” includes: the study of the vocabulary on the topic independently; the translation of the text “White-Collar Crime: insider dealing and market abuse”; performing such exercises as: matching new words with the corresponding definitions; finding errors in the sentences and correcting them; reading the text and determining its basic idea. Other tasks include, e.g., 1) make a text plan with key sentences; 2) divide the

text into semantic parts; 3) combine parts of a sentence; 4) put the selected sentences in accordance with the content of the text; 5) prepare a report on the topic of self-study activity which may include preparing a presentation using ICT tools. Implementation of such lexical-grammatical exercises contributes to the development of a cognitive-operational component within the framework of the proposed model for the formation of information and analytical competence of future border guard officers. For example, the selection of keywords in the text or the search for information by keywords promotes the development of skills to place emphasis on important concepts and ideas in the information; to group facts and events on the grounds of certain features, to structure the information in order of importance.

In the course of foreign language training, future border guard officers perform different types of self-study activity, namely: preparing for lectures, seminars, practical classes; learning separate topics according to thematic plans independently; writing essays and creative works; preparing for all types of testing; taking part in language circles; accomplishing projects; participating in Olympiads, scientific and practical conferences; preparing for national examinations.

It is also important for future border guard officers to process foreign sources independently, use the necessary books of reference, databases and other sources of information (academic literature, Internet resources, etc.).

The use of ICT tools requires new forms of organization of foreign language training process. M. Bovtenko (2005) believes that a wide range of computer-based educational resources (multimedia educational programs, authentic and educational materials on the Internet, electronic communications, electronic reference books and dictionaries) allows for the implementation of ICTs in various forms of teaching (auditorium, extra-curricular activity, distance, combined). A research-pedagogical staff can plan the use of e-learning resources at different stages of mastering the material: presentation, practice, production, control. For instance, the presentations created in the MS Power Point program for presenting lexical, grammatical and country-studies material make the learning process attractive and easy to understand. Authentic audio and video resources have enormous potential for developing listening, speaking, socio-cultural and communicative skills. The main existing electronic communication tools can be actively used in the process of a foreign language learning (Asadullina, & Didenko, 2010). They can be divided into two groups: 1) synchronous communication tools (Skype, Messenger, Viber) and 2) asynchronous communication tools. Synchronous communication tools (chat, video chat and audio chat) allow you to communicate in real-time mode. Tools of asynchronous communication include Internet resources allowing the exchange of information with time lag. (forums, e-mail, sites, blogs). For example, the BBC World Service (<http://www.bbc.co.uk/worldservice>) provides an opportunity to read and listen to news. The New York Times and Breaking News English sites provide readers with educational materials that comprise ready-made assignments. E-mail can be used for non-verbal communication and allows research-pedagogical staff and cadets to exchange text, graphic and audio messages. Delivery of any message and educational materials takes place practically instantly, thus providing regular operational communication

of subjects of the educational process ([Krasil'nikova, 2012](#)). Consequently, synchronous and asynchronous tools of communication in e-learning of foreign languages enable future border guard officers to improve oral and written communication skills, listening and reading skills, etc.; familiarize cadets with network resources, provide interesting and up-to-date information on information on all key topic areas. Using Internet resources in education is often referred to as e-Learning, although the term e-Learning can be referred to the use of any digital training resources - from CD-ROMs to Internet sites ([Nikolaeva, 2015](#)).

Internet resources facilitate the formation of skills for independent data processing, critical thinking, that is, develop cadets' information and analytical competence. Therefore, in the process of working on an individual or group project, the teacher needs to take into account the level of cadets' academic ability, since there are both strong and weak cadets. There are also cadets who carry out tasks on the project independently, choose appropriate means of information and communication technologies and do not need constant teacher supervision. Research-pedagogical staff supervises the project work. The experience of using the method of projects has shown that the systematic monitoring of the performance of future border guard officers' self-study activity is an important source of information for the teacher regarding the degree of mastery of their educational resources and helps the cadets to evaluate their mistakes. We consider that in order to encourage the motivation of future border guard officers to accomplish projects, it is very important that the topics and resources were not only interesting, but also those of a professional interest. These educational resources encourage cadets to learn a foreign language. In addition, each project enriches the cadets with positive experience, contributes to developing their ability to analyze and evaluate the phenomena and events taking place in the world. In the process of accomplishing the project, cognitive-operational and operational components of information and analytical competence are formed. With the use of information and communication technologies future border guard officers are deepening and integrating knowledge of the basics of processing foreign-language information (analysis, synthesis, structuring), learning to plan their educational activities, using effective and creative methods of solving problems in practice.

Project accomplishment on a certain topic involves independent research activity of cadets, independent search for information on all key topic areas in paper-based sources and on the Internet, analysis and synthesis of the content of the resources. This type of project is known as a web-quest. Usually, the result of working with a web-quest is the issuing of cadet's work in the form of Microsoft Office Power Point presentations. For example, in the process of foreign language training, we used web-quests that contain tasks for narration. Such tasks are the easiest example of using the Internet as a source of information. In the course of web-quest, cadets must adhere to certain conditions: the form and format of their reports differs from the original text; texts should not be copied from the Internet to a word processor; cadets themselves choose what they are going to speak about and how they are going to organize the information. Cadets read, analyze and summarize data they searched for, prepare and discuss presentations, listen to presentations prepared by other members of the group ([Fedoruk, 2015, p. 121](#)).

Modern information and communication technologies are widening the possibilities of the educational environment through the introduction of various software tools. Among these software tools are electronic textbooks and manuals. Electronic textbooks used in a foreign language for special purposes training improve the organization of independent work of cadets.

The author's electronic manual ([Karasova, Zagorulko, & Juzha, 2018](#)) is aimed to study English, taking into account the future professional activity of cadets, and is a combination of multimedia presentation of information in a single software product. The basis for the creation of a manual is a content management system for building a learning resource in the local and global networks - CMS Joomla! The material of the manual provides acquisition of linguistic and socio-cultural information, the formation of the necessary skills and abilities for the implementation of analytical and synthetic processing of foreign language information in order to obtain qualitatively new knowledge, the formation of cadets' own attitude to events and phenomena. The electronic manual consists of the following components: summary, five thematic sections, test control, sources and useful Internet links. In each of the five sections besides the basic text, there is a system of exercises covering all kinds of language activities: listening, reading, speaking and writing; questions for self-control and creative tasks.

The exercises preceding listening / reading meant to remove some of the phonetic and lexical difficulties that may arise in the course of processing the text and aimed at developing prognostic skills. The questions preceding the text, facilitate the cadets to find a response while working with texts ([Fig. 1](#)).

Fig. 1. Illustration of “brainstorming” exercise on the theme “Crime”

Warm-up exercises may not be related to the content of the text; cadets can do them independently during practical classes in the course foreign language training or during their self-study activity. According to the rule of the “brainstorming” method, the cadets put forward their ideas. Answers to the proposed questions can be done both in writing and orally, in order to be able to activate various types of

memory: auditory, visual and motor one. During a practical lesson, the teacher sets a time limit for each cadet to complete such a task.

It gives cadets the opportunity to develop their creative thinking, plan their work taking into account the time limit, demonstrate a creative attitude to the task, draw attention to causes of difficulties, develop predictive skills.

Cadets can exchange thoughts by working in pairs or small groups and, in conclusion, one or two cadets summarize the ideas and thoughts of their classmates have presented. Exercises of the text stage, that is, the exercises performed while listening/viewing of the video/reading, aimed at developing the skills to understand the main content of the message (Fig. 2). These exercises may include the task of filling in the blanks in the text, performing an alternate test or multiple choice test. Such exercises can also be done independently.

Fig. 2. An illustration of an exercise to be done while watching a video

Fulfilling exercises while watching the video provide greater possibilities for cadets: they can select and process each frame, examine and analyze individual passages in detail. The learning material is divided into small portions (frames, steps) that are located in a logical sequence. In addition to the new teaching information, each portion has tasks (questions, exercises, etc.) that should be done after data processing. Cadets can use subtitles, dictionaries, and have access to a large number of sources that provide additional information on the Internet when performing video content exercises.

Post-text stage exercises are aimed at discussing the information received. They are presented in formats such as answering questions, exchanging thoughts in pairs/groups, debates. Such exercises are creative in nature and aimed at the development of critical thinking, logic. For example: combine the beginning and end of the sentence; which of the missing sentences correspond to the content of the text; repeat the content of the text using keywords, phrases; express your attitude

to the statement in the text; give your own definition of a particular phenomenon, etc. (Fig. 3). The exercise system for self-control helps future border guards to test the mastering of educational material and make corrections of errors.

Fig. 3. Illustration of post-text stage exercises

Always having access to the electronic manual used in foreign language training, future border guards can independently process texts, perform lexical and grammatical exercises, listen to audio resources, watch videos, and accomplish assignments to them.

Thanks to the possibility of reproducing several types of information of the most diverse nature simultaneously, new perspectives and forms of the modern learning process of foreign language are seen. Our research has shown that the material presented in the multimedia manual significantly expands the capabilities of conventional textbooks through the use of audio and video information.

We consider the following advantages of using the electronic textbook in the course of foreign language training and during self-study activity:

- qualitative level of the use of visual aids increases;
- different types of data are put to use;
- high level of interactivity is provided that allows the user to receive feedback in the form of keys to tasks;
- by storing data in digital format, cadets can learn teaching materials step by step, in detail, which provides greater opportunities for learning foreign languages;

- control and self-control of task accomplishment are provided, including analysis and error correction;
- cadets' motivation increases and they are encouraged to learn foreign languages;
- appropriate conditions are created to encourage the learning process and increase the efficiency of mental activity;
- more comfortable conditions for memorization of new material are created;
- the possibility of training cadets with different levels of competence in a discipline;
- information can be updated, supplemented, corrected while in use.

CONCLUSIONS AND PERSPECTIVES FOR FURTHER STUDIES

Thus, the implementation of the self-study activity with the use of information and communication technologies in the process of foreign language training is an important pedagogical condition for the formation of the information and analytical competence of future border guard officers, their self-reliance, activity and initiative in learning. Due to the use of information and communication technologies in foreign language training, the content of the educational process is enriched; innovative and dynamic educational visualization is used; the possibility of rational use of time at foreign language practical classes and in the process of self-study activity of future border guard officers is created. The use of ICT in the organization of the self-study activity of future border guard officers in the process of foreign language training increases the efficiency of management of independent work. It provides control and self-control of their independent cognitive activity, develops the creative orientation of cognitive activity of future border guards. The use of ICT encourages cadets to perform their tasks in their self-study activity while processing foreign language learning support materials and their analytical and synthetic processing in order to form their own assessment of processes and phenomena.

Prospects for further studies are seen in the search for effective pedagogical innovations, advanced approaches to managing the self-study activity of future border guard officers in the course of foreign language learning.

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