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## ANALYSIS OF THE BASIC COMPETENCES OF PHD GRADUATES IN RELIGIOUS STUDIES

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This article is devoted to the analysis of the introduction of a competent approach to the system of higher education of Ukraine. It is shown the normative documents that regulate this process. Also the article is proved the importance of the formation of general and professional competences in the educational-scientific PhD programs of the philosophical faculty in the specialty "Religious Studies". Much attention is given to the possibilities that are provided by the key competencies for PhD graduates. In conclusion it is reported that PhD programs in religious studies includes a wide range of issues and skills that are necessary for the formation of modern personality.

**Keywords:** competence, philosophical faculty, religious studies, general and professional competences, PhD program.

Global foreign policy changes have influenced our country's priorities and led to changes in the approach to the system of higher education in Ukraine. Creating a European educational space and Ukraine's accession to this process, the transformation of social requirements and the need for constant self-learning (to adapt to changing conditions of the present day) have led to the transition to a competence-oriented education. First of all, it concerns higher education institutions, where are taught highly skilled specialists in various fields. The peculiarities of this approach are the recognition of the student as the subject of the educational process, the direction of education not only for the acquisition of certain knowledge, but also for the formation and development of diverse skills for the effective use of acquired information, the formation of skills and the desire to study and improve themselves during the whole life. In addition, the implementation of a competent approach to the higher education system of Ukraine guarantees the expansion of students' career opportunities and the prospects for their further development at the international level. Particularly valuable benefits are given to graduates of those faculties, which are mainly issued by university teachers and scientists of a particular direction. One of them is the philosophical faculty. For example, the graduate of postgraduate studies in the specialty "Religious Studies" is considered to have the right and opportunity to be only a teacher of philosophical disciplines. Now, thanks to the graduate's competencies, a PhD specialist in religious studies may become a very effective manager or assistant specialist in many humanitarian fields. Therefore, the purpose of this article is to analyze the general and professional competencies of educational-scientific PhD programs of the philosophical faculty.

The object of this article is the competence approach in the system of higher education of Ukraine.

The subject of the article is the formation of PhD competences of the graduate of the Faculty of Philosophy in the specialty "Religious Studies". To realize this goal, it is necessary to disclose the meaning of the concepts of general and professional competences, to identify normative legal acts of

the competent approach to higher education in Ukraine, to analyze the importance of professional and general PhD competences of graduates of the philosophical faculty in the specialty "Religious Studies".

Within the framework of the European Qualifications Framework of National Qualifications Framework (Higher Education), the term competence is used in descriptors in a broad sense, it allows grading skills. It is not used in a narrow sense, defined solely on the basis of the "yes / no" [5]. Instead, the European Qualifications Framework for lifelong learning (The European Qualifications Framework for lifelong learning – "EQF for LLL") distinguishes knowledge, skills and competences. It states that competence is the proven ability to use the knowledge of personal, social and / or methodological skills in work situations and for professional and personal development.

In the context of the European Qualifications Framework competence is described in terms of responsibility and autonomy. Here the term "competence" is understood in a more limited sense means the ability to transfer knowledge into practical actions [3].

In the Tuning project, which aims to set up educational institutions in Europe, clearly delineates learning outcomes and competencies.

Competences in Tuning are a dynamic combination of knowledge, understanding (theoretical knowledge of a particular field, ability to know and understand), skills (knowledge of how to act: practical and operational application of knowledge in specific situations) and attitudes and relationships (values as an integral part of the way of perception and life with others in a social context) [4].

Competence is a practical embodiment of competencies and is an integral part of the professionalism of a specialist.

Competences are divided into two types: key (general) and professional (special), which are considered as components of professionalism. General competences can help graduates in later life, adapt, solve various problem situations, effectively overcome problems and include the requirements that most employers bring to their employees (the desire to learn something new, critical thinking and perception of reality, ability to effectively solve prob-

lems, etc.), as well as to promote the development of creative potential of the individual. Moreover, each competent professional must be able to navigate freely in modern information and cultural spaces. These overarching competencies must be owned by any specialists, and will open the access to all-European educational opportunities and services.

Professional competence is considered by researchers as: a psychological state that prompts a person to take responsibility and the ability to make decisions and act independently, the person's desire to effectively perform his labor functions (A.K. Markova); ability to self-reflection, self-analysis, self-criticism, self-development, self-improvement, awareness of our importance in society, value orientations of a specialist, his or her motives of professional activity, style of interaction with others (T.G. Brazhe); a system of professionally significant personal qualities that enable the fulfillment of professional duties of a certain level, knowledge and skills that facilitate the performance of professional duties (G.M. Kurdyumov); profound knowledge of professional activity or mastered skills (V. Landsheyer); the unity of theoretical and practical knowledge and the readiness to perform professional activities (V.O. Slastonin), ability to carry out actual activity or mastered skills (M.A. Choshanov); the state of adequate (effective) performance of the given professional task (J.K. Britell). In fact, professional competence is the practical orientation of theoretical competence, which is the main in the European system of education. This approach allows narrow-minded professionals to expand their capabilities, and acquired competencies can help to achieve managerial positions. To confirm this point of view, we will analyze the educational-scientific PhD program in the specialty "Religious Studies".

So key (general) and professional (special) competencies are very important for the establishment of great scientists and adaptation of an ordinary person for modern life. That's why the Cabinet of Ministers of Ukraine proclaimed the requirements for the high education and programs of postgraduate studies (adjunctures).

According to the Decree of the Cabinet of Ministers of Ukraine the educational and scientific program of postgraduate studies (adjunctures) of a higher educational establishment (scientific institution) must include not less than four components, which consist of the acquisition of postgraduate (adjutant) of such competences in accordance with the National Qualifications Framework" [2]. Each of these requirements (competencies) was taken into account in the PhD program of the Faculty of Philosophy [1].

For example, according to the Decree, the result of the PhD program should be the getting by postgraduate students profound knowledge in a specialty (group of specialties), according to which the postgraduate (adjunct) must conduct his or her own research, assimilation of the basic concepts, a conscious understanding of theoretical and practical problems, history of development and current state of scientific knowledge in the chosen specialty, knowledge and practical application of terminology of the scientific direction.

For formation of the indicated competences the graduate of the Faculty of Philosophy receives the following skills and abilities:

- the ability to abstract thinking, analysis and synthesis (GC-1). This skill is very useful for making effective decisions in any field of public life;

- the ability to conduct independent research at the present level (GC -3), which is a necessary property of any specialist scientist;

- the ability to identify, put and solve problems (GC -9), which is a necessary skill for any supervisor or his assistant.

The formation of the development of general scientific competencies aimed at forming a systemic scientific outlook, professional ethics and general cultural outlook, which are specified in the second paragraph of the Decree of Cabinet of Ministers on the approval of the procedure for the preparation of applicants for higher education in the degree of doctor of philosophy. For this purpose, any specialist must be able to search, process and analyze information from different sources (GC-4) and ability to work autonomously (GC-11). These skills are very useful for all people who are involved in information activities and those people who are not afraid to take responsibility for their actions. The ability to generate new ideas (creativity) (GC -5), which is also part of the general competence of a PhD specialist in religious studies, will also help in shaping post-graduate's own outlook and ability to adapt to different social situations.

The third requirement of the Decree of Cabinet of Ministers is the acquisition of universal researcher skills that include the skills of using the latest information and communication technologies (GC-2), the ability to design and manage scientific projects (GC-7), and is impossible without certainty and perseverance on the tasks and commitments undertaken (GC-12) which are the main components of the program competencies of the PhD graduate of the Faculty of Philosophy.

The acquisition of language competences (which are the latest requirement of the Decree) is taken into account in the PhD program in forming the ability to work in the international scientific space (GC-6) and the ability to communicate with non-professionals in their field (with experts from other fields) (GC-10).

After analyzing the ability and skills of graduates of the faculty of philosophy we can confidently say that they have such competencies that meet the needs of not only scientific challenges but also necessary for the successful daily activities in any sphere of public life. Thus, having analyzed the general competences of the educational and scientific PhD program of the graduate of the philosophical faculty in the specialty "Religious Studies", we can see that they all are characterized by multifunctionality, interdisciplinarity, multidimensionality, and therefore can contribute to solving a wide range of professional and social problems of any complexity, and to help not only to adapt to the changing challenges of society, but also to satisfy the demands of most employers.

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**АНАЛІЗ БАЗОВИХ PHD КОМПЕТЕНЦІЙ ВИПУСКНИКІВ  
ФІЛОСОФСЬКОГО ФАКУЛЬТЕТУ ЗІ СПЕЦІАЛЬНОСТІ «РЕЛІГІЄЗНАВСТВО»****Анотація**

Дана стаття присвячена аналізу впровадження компетентного підходу до системи вищої освіти України. Розглянуті відповідні нормативні документи, які спрямовані на регулювання цього процесу. Також у статті доведено важливість формування загальної та професійної компетентності у навчально-наукових докторських програмах філософського факультету за спеціальністю "Релігієзнавство". Велика увага приділяється можливостям, які забезпечуються ключовими компетенціями PhD випускників. В підсумку було доведено, що докторські програми з релігієзнавства включають широкий спектр питань і навичок, необхідних для формування сучасної особистості.

**Ключові слова:** компетенція, філософський факультет, релігієзнавство, ключові та фахові компетенції, освітньо-наукові PhD програми.

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ФИЛОСОФСКОГО ФАКУЛЬТЕТА ПО СПЕЦИАЛЬНОСТИ «РЕЛИГИОВЕДЕНИЕ»****Аннотация**

Данная статья посвящена анализу внедрения компетентного подхода к системе высшего образования Украины. Рассмотрены соответствующие нормативные документы, направленные на регулирование этого процесса. Также в статье доказана важность формирования общей и профессиональной компетентности в учебно-научных докторских программах философского факультета по специальности "Религиоведение". Большое внимание уделяется возможностям, которые обеспечиваются ключевыми компетенциями PhD выпускников. В итоге отмечается, что докторские программы по религиоведению включают широкий спектр вопросов и навыков, необходимых для формирования современной личности.

**Ключевые слова:** компетенция, философский факультет, религиоведение, ключевые и профессиональные компетенции, образовательно-научные PhD программы.