

THE TRAJECTORY OF THE DEVELOPMENT OF HUMANITARIAN SPECIALISTS' PROFESSIONAL TRAINING IN WARTIME CONDITIONS

The article analyses the issue of the development of professional training of applicants for humanitarian specialties in the difficult conditions of wartime. The comprehensiveness of the latest globalization transformations, which touched all spheres of social functioning, unconditionally problematized high requirements for the professional training of those seeking higher education, in particular humanitarian specialties.

At the current stage of Ukrainian historical progress, the stated problem is gaining more relevance, since the high-quality solution of the tasks of professional training is a guarantee of successful post-war reconstruction, implementation of European integration processes, and increasing the level of competitiveness of our state in the international arena.

In the content, the structure of the professional training system was visualized through the prism of three fundamental components (cognitive, activity, and personal), which made it possible to reveal the significance of each in the focus of the implementation of the main educational tasks.

One of the key indicators of the quality of the applicant's professional training is the professional thinking formed due to the reproduction in a subjective form of the essence of humanitarian subject-professional reality. Psychological and pedagogical features of the organization and implementation of professional training of humanities students are conditioned by the creative nature of the solved pedagogical tasks and missions of humanitarian education.

In the focus of such scientific reflection, the issue of the formation of thinking and creative abilities, as well as meta-competences for rapid reorientation of the type of activity of future humanitarian specialists remains important.

Thus, the stated phenomenon of research acquires an important significance in modern conditions, since graduates, receiving specialized education, should be ready for quick and professional decision-making in various situations. Moreover, the

process of professional training of humanitarians is most effective if it takes place, partially or completely, in the conditions of an informational and educational environment, which enables the simulation of the real environment of the activities of future specialists. Designing the potential capabilities of an individual, on the canvas of the professional environment, directly involves the delineation of various levels of interaction of interrelated factors that determine the trajectory of the future specialist's behavior (sometimes with an anticipatory effect).

The examination of the component structure of the professional competence of graduates of humanitarian specialties (in particular, axiological, cognitive, motivational, technological, and emotional-volitional) is structured and visualized to actualize the issue of selecting meaningful and didactic "content" more objectively in the focus of rationalizing the tasks of professional training.

The significance of the component structure of the professional competence of future humanitarian specialists is revealed and visualized through the prism of key, basic, and meta-competences.

Based on the analysis, the component structure of the educational environment was designed on the canvas of personal development, represented at the level of subject-spatial, social, and psycho-didactic components.

Keywords: professional training, humanitarian specialties, higher education, professional competence, wartime conditions.