ОПЕРАЦІОНАЛІЗАЦІЯ ФОРМУВАННЯ ЗАГАЛЬНИХ ІКТ-КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ МЕНЕДЖЕРІВ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ

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У статті розглянуто проблему операціоналізації загальних компетентностей майбутніх менеджерів соціокультурної діяльності в контексті інтеграції цифрових технологій в інформаційно-освітнє середовище (ІОС). Мета полягає в теоретичному обґрунтуванні та структурованій специфікації переходу від визначень до вимірюваних конструктів за допомогою впорядкованої матриці відповідників «компетентність – інструмент / процес ІОС – індикатор / критерій – рівень розвитку». Новизна міститься в систематизованій процедурі вимірювання, яка поєднує змістовні, процедурні та технологічні параметри ІОС з рівневою моделлю розвитку (початковий – базовий – достатній – високий), що відображає зростання автономності, складності завдань та перенесення результатів у нові контексти. Методологічна основа складається з концептуального та категоріального аналізу, структурного та функціонального моделювання, а також нормативного та змістовного порівняння вимог спеціальності 028 Менеджмент соціокультурної діяльності. Було уточнено концептуальний апарат (загальні компетентності, ІОО, електронна освітня платформа, індикатор, критерій, рівень розвитку), обґрунтовано архітектуру ІОО як інтегративної системи освітніх, інформаційних та управлінських послуг, визначено її функціональну роль у забезпеченні персоналізації траєкторій, двостороннього зворотного зв'язку та об'єктивної фіксації результатів (е-портфоліо, журнали активності, аналітичні модулі). Запропоновано матрицю операціоналізації, що пов'язує комунікаційні, цифрові, когнітивно-аналітичні та проєктно-управлінські компоненти з типовими артефактами ІОС (онлайн-презентації, кейси, проєктні матеріали, мультимедійні продукти) та валідними показниками оцінювання; описано етапи застосування (діагностичний – формувальний – рефлексивний та корекційний) та механізми забезпечення надійності (стандартизовані рубрики, міжекспертна згода, аналітика платформи).

Ключові слова:, загальні компетентності, операціоналізація, інформаційно-освітнє середовище, цифрові технології навчання, електронне портфоліо, матриця компетентностей, рівнева модель розвитку.

Problem statement. The training of future sociocultural activities (SCA) managers in higher education in Ukraine is conceptualised within the framework of a competency-based approach, which involves the targeted formation of integrated, general and professional learning outcomes. In the context of intensive digital transformation of the sociocultural area, the importance of general competencies as universal predictors of professional effectiveness (digital, communicative, analytical, project management components) grows. The informational and educational environment of a higher education institution – as an integrated digital ecosystem of educational, informational and management services – has the potential to influence the dynamics of the development of these competences directly, but the realisation of this potential requires the scientifically verified operationalisation.

Currently, there is a methodological contradiction between the regulatory requirement to ensure the formation of general competencies of graduates and the lack of clarity regarding the mechanisms for their implementation in the digital educational environment. There is a lack of unified procedures for «dividing» the competencies into operational definitions, indicators and valid criteria with the levels of development; stable map of correspondences between the list of competencies and the specific digital tools and processes that actualise them was not developed; there are no replicated protocols for the collection, verification and interpretation of empirical data. The scientific problem is in the theoretical justification and empirical verification of the operational scheme «general competencies → digital tools of the informational and educational environment → indicators/criteria → levels of development», capable to ensure the process manageability, assessment transparency, comparability of results, and improvement of the quality of professional training.

Analysis of recent studies and publications. The problem of professional training of SCA managers is in the focus of contemporary scientific thought, which is determined with dynamic socio-cultural transformations and new labour market requirements. Analysis of professional sources allows to identify the key directions of scientific research that form the theoretical and methodological basis of the study.

The fundamental principles of these specialists training are discussed in the works of O. Y. Shcherbyna-Yakovlieva, N. D. Svitailo, M. O. Klochko, and A. M. Shcherbyna (Shcherbyna-Yakovleva et al., 2018). The authors state that SCA management transformed into an independent scientific direction focused on meeting the needs of individual in improving and adapting to the requirements of society (Shcherbyna-Yakovleva et al., 2018, p. 8). This thesis is supplemented by O. L. Hlavatska and H. M. Oliinyk, who emphasise that the intensification of modern life processes actualises the need for personality with a high level of general, aesthetic and communicative culture, which places new demands on management in this area (Hlavatska, Oliinyk, 2020, p. 111). A paradigmatic analysis of the peculiarities of specialists training in this field was conducted by T. O. Dmytrenko (Dmytrenko, 2013), while O. I. Zhornova emphasises the need to perceive a student as an active subject of SCA, which requires a rethinking of the tasks of pedagogical influence (Zhornova, 2012, p. 93).

The competence-based approach is the central vector of contemporary research. In a study relevant to this issue, V. V. Kylyvnyk defines the sociocultural competence as an integrative personal formation that combines knowledge, value attitudes, and readiness for effective intercultural communication (Kylyvnyk, 2019, p. 440). The most systematic and comprehensive study of the problem of professional training of SCA managers is found in the works of V. V. Liubarets. In her monograph, the researcher details the components of professional readiness, which include organisational skills, communicative skills, moral and ethical characteristics, and the ability to think strategically (Liubarets, 2018, p. 445). In her dissertation research, the author introduces and substantiates the key concept of «socio-informational competence» as a system-forming complex that integrates managerial, tourism and recreational, informational and technological, project, digital and other components of professional training (Liubarets, 2019, p. 8).

Recent scientific research pay particular attention to the problem of digitalisation of the educational process. V. V. Liubarets argues that the effectiveness of future managers professional training increases significantly when it is implemented within a specially organised informational and educational environment that creates new opportunities for the transformation of traditional educational technologies (Liubarets, 2019, p. 4). The creation of electronic educational platforms, in particular the ACCENT platform, which is considered as a tool for ensuring education quality, is the practical implementation of this idea (Liubarets, 2016). In collaboration with N. V. Bakhmat and T. Y. Dudka, the researcher proves that the use of multimedia educational technologies is a necessary condition for the high-quality training of SCA managers (Bakhmat et al, 2018).

Thus, an analysis of scientific publications indicates a shift in emphasis from the traditional knowledge paradigm to a competence-based one, where the formation of integrative qualities of a specialist plays a key role. The operationalisation of this process, as O. Y. Olenina and other

scientists prove, occurs through the creation of special informational and educational environment and the implementation of innovative, in particular digital, learning technologies that meet the requirements of the formation of a modern knowledge society (Olenina, 2013).

The purpose of the article is to provide a theoretical justification for the operationalisation of the general competencies of future SCA managers with the means of digital technologies and an informational and educational environment.

Presentation of the main material. The competency-based approach in the SCA managers professional training is considered as a methodological framework that ensures consistency between the objectives, content and measurable learning outcomes, structured into integral, general and professional components. Within this framework, general competences are defined as meta-subject, «transferable» abilities that manifest themselves in the ability to engage in interdisciplinary interaction, communication, change management, critical thinking and creative problem solving in changing organisational and cultural contexts (Dmytrenko, p. 88-97; Olenina, 2013, p. 41-49). The subject position of the knowledge applicant appears not only as a didactic principle, but also as an operational condition for competence results achieving: the transition from reproductive practices to reflective-projective activity requires the recording of achievements through authentic manifestations in learning activities and artefacts (projects, case studies, multimedia products) Zhornova, 2012, p. 93-97). In a related field, the relevance of sociocultural competence as a complex formation for pedagogical and cultural-communicative environments was proved, which determines the correct differentiation between general and special constructs in the structure of training (Kylyvnyk, 2019). The theoretical and didactic architectonics of the field, represented in specialised works, ensures the alignment of goals, content and methods with the requirements of scientific validity and reproducibility of results in SCA management (Shcherbyna-Yakovleva et al., 2018).

In the following discussion, operationalisation is understood as the transition from theoretical definitions to measurable constructs through the construction of a matrix of correspondences «competence – instrument/process – indicator – level of development». The categorical apparatus of the article includes: «general competencies» as meta-subject abilities confirmed with the observable learning outcomes (Dmytrenko, p. 88-97); «informational and educational environment» (IEE) as an integrated digital ecosystem of educational, informational and management services capable of ensuring the personalisation of trajectories and the accumulation of achievements evidence (e-portfolios, electronic offices, repositories, learning process analytics) (Liubarets, 2019, p. 4); «electronic educational platform» as the infrastructural core of the IEE, supporting process manageability and two-way feedback (using ACCENT as an example) (Liubarets, 2016, p. 58-63); «digital learning technologies» as a set of multimedia and cognitive visualisation tools related to improving the effectiveness of SCA managers training (Bakhmat et al, 2018, p. 98-109). The operational concepts of «indicator» (an empirically observable sign of competence), «criterion» (normative basis for assessment) and «level of development» (qualitative and quantitative gradation of achievement) are used to construct the specified matrix and further verifying of its consistency with the logic of professional training in the field of SCA (Liubarets, 2018).

The structure of SCA managers training is constructed as a coordinated system of learning outcomes: at the first level, basic general competencies (communicative, analytical, digital, teamwork, project ones) are recorded, while at the second level, they are deepened to the level of strategic thinking, research reflection, and responsibility for quality in complex professional contexts (Dmytrenko, pp. 88-97). Within the concept of training for a «knowledge society», general competencies are interpreted as the transferable abilities that ensure interdisciplinary interaction and adaptability of graduate and should be directly reflected in the lists of learning outcomes at both levels (Olenina, 2013, p. 41-49). Theoretical generalisations on professional training in the field of SCA emphasise the need for a clear correspondence between target competences, the content of educational components and assessment procedures, which sets the framework for further operationalisation into measurable indicators (Liubarets, 2018).

A comparison of the requirements of the two levels allows to identify key positions that need to be operationalised in the content and technologies of education. Firstly, the digital component of general competencies should be specified through indicators of proficiency in multimedia and cognitive-visualisation tools, as their use is associated with improving the quality of SCA managers training (Bakhmat et al, 2018, p. 98-109). Secondly, the informational and educational environment should have infrastructural support in the form of electronic platforms as tools for managing the educational process and feedback (a striking example is ACCENT) (Liubarets, 2016, p. 58-63). Thirdly, the subjectivity of the applicant should be reflected in the evidence of educational activities (projects, cases, multimedia products), which ensure the transparency and reproducibility of the results assessment (Zhornova, 2012, p. 93-97). Fourthly, practical modules of a sociocultural orientation (in particular, animation activities) serve as a means of general competencies integration into real professional tasks and require the appropriate assessment indicators (Hlavatska & Oliinyk, 2020, p. 111-114). Finally, the didactic consistency of goals, content and methods, substantiated in professional sources, serves as the basis for criteria selection for constructing a «competence – tool/process – indicator – level» matrix within the specialty 028 «Management of Sociocultural Activities» (Shcherbyna-Yakovleva et al., 2018).

A comparison of the level requirements for speciality 028 «Management of Sociocultural Activities» outlined a range of general competencies that are subject to further operationalisation in the content and procedures of assessment; the next step is to determine the environment and tools through which these competencies are implemented in the educational process. Such an analytical focus requires reference to the concept of an «informational and educational environment» as an integrated digital ecosystem with clearly defined characteristics and functions (Liubarets, 2019, p. 4), clarification of its infrastructure support at the level of electronic platforms (e.g. ACCENT) (Liubarets, 2016, p. 58-63), as well as considering the role of multimedia technologies in the transformation of educational interaction (Bakhmat et al, 2018, p. 98-109).

The informational and educational environment in the training of SCA managers should be defined as an integrative pedagogical system that combines the content, organizational and methodical, and technological components of the educational process with digital services for communication, knowledge visualisation and results verification; it ensures the personalisation of educational trajectories, the accumulation of achievements evidence and the internal manageability of processes in the logic of the competence-based approach (Liubarets, 2019, p. 4). The characteristics of the modern environment, namely openness, flexibility, dynamism, mobility, are implemented through infrastructure solutions at the level of electronic platforms (in particular ACCENT) as means of organization of the interaction, two-way feedback, e-portfolio support and analytical monitoring of learning progress (Liubarets, 2016, p. 58-63).

Functionally, such an environment acts as a mechanism for general competencies actualising, as it shifts the emphasis from the reproduction of knowledge to reflective and project-based activities and productive communication of the learner, which corresponds to the subject-based model of learning and increases the evidential value of assessment based on authentic artefacts (projects, case studies, multimedia products) (Zhornova, 2012, p. 93-97). The integration of multimedia and cognitive visualisation technologies within the environment correlates with increasing effectiveness in mastering the complex content blocks and the quality of professional training of future SCA managers (Bakhmat et al, 2018, p. 98-109), while the conceptual logic of the «knowledge society» outlines the requirement for interdisciplinarity, mobility and adaptability of these competencies in changing sociocultural contexts (Olenina, 2013, p. 41-49). Contextualisation of tasks through professionally oriented practices, in particular animation activities, ensures the integration of communicative, analytical, digital and project management components and records them in measurable learning outcomes (Hlavatska, Oliinyk, 2020, p. 111-114).

Within the proposed approach, operationalisation is seen as the construction of a coordinated matrix of correspondences between «competence – tool / process of the informational and educational environment – indicator – level of development», which ensures the transition from

theoretical definitions to measurable constructs and their verification in educational activities. The infrastructure support is provided with electronic educational platforms that perform the functions of interaction organization, educational processes managing, feedback, and accumulating achievements evidence (e-portfolios, electronic offices, repositories, analytical modules) (Liubarets, 2016, p. 58-63). This instrumental core of the IEE makes it possible to link the communicative, digital, analytical, and project management components of general competencies to specific digital practices (online presentations, team decision modelling, task management, learning data analytics), and thus to operational definitions and observable indicators (structured and clear message, accurate data visualisation, adherence to deadlines and control points, justification of management decisions). The concept of informational and educational environment as an integrated pedagogical system provides methodological basis for such a link, as it combines content, organisational and technological components into a single logic of assurance the quality of training (Liubarets, 2019, p. 4). Multimedia and cognitive visualization technologies act as a reinforcing mechanism, increasing visibility, cognitive engagement, and effectiveness in mastering complex content blocks, thereby increasing the validity of assessing the relevant indicators of general competencies (Bakhmat et al, 2018, p. 98-109). The didactic framework of the field (the logic of the goals, content, and methods of SCA management) serves as a criterion-based foundation for the selection of procedural tools and indicators to ensure the reproducibility and comparability of measurements in different educational components (Shcherbyna-Yakovleva et al., 2018). Contextualisation of tasks through professionally oriented practices (in particular, animation activities) allows to record the manifestations of communicative, creative and project management capabilities in the products of activity, which are suitable for standardised assessment according to predefined indicators and levels (Hlavatska, Oliinyk, 2020, p. 111-114). The subject position of the applicant, implemented in reflective and project-based forms of work, ensures the reliability of evidence collection, since each indicator is based on authentic learning artefacts and activity procedures, rather than on indirect tests (Zhornova, 2012, p. 93-97).

The operationalisation process should be built up in stages, in accordance with the requirements of objectivity, reliability and validity. At the diagnostic stage, the initial level of general competencies is clarified using electronic platform analytics and primary artefacts (initial presentations, mini-projects, case studies), which sets the baseline values for indicators and allows their operational definitions to be specified (Liubarets, 2016, p. 58-63). At the formative stage, within the informational and educational environment, digital tools relevant to each competency are purposefully applied: multimedia knowledge delivery tools for the development of communicative and analytical components, collaboration services and task management for project management, interactive visualisations and simulations for digital and cognitive abilities; the effects of using such tools on the quality of training were recorded using multimedia technologies in studies (Bakhmat et al, 2018, p. 98-109). At the reflective and corrective stage, the dynamics of indicators are monitored using the platform's analytics tools, the levels of development are verified on the basis of rubrics and descriptors, and educational influences are corrected taking into account individual trajectories; in this format, the e-portfolio serves as a medium for evidence and a tool for transparent certification of learning outcomes (Liubarets, 2019, p. 4). This procedure ensures the manageability of the formation of general competencies, standardises assessment in a digital environment, and creates conditions for the replication of results within the educational programmes of speciality 028 Management of sociocultural activities.

Thus, practical operationalisation is implemented through linking the competencies to IEE artefacts and metrics: communicative competency is online «pitch» on a platform with a section on structure, reasoning and visual support, with fixation of activity and deadline compliance recorded in system logs (Liubarets, 2016, p. 58-63); digital and cognitive-analytical competence is a multimedia module (interactive visualisations, voiced screencasts) with indicators of data processing accuracy and conclusions validity (Bakhmat et al, 2018, p. 98-109); project management competence is event product planning case (WBS, control points, role distribution) with indicators of milestone achievement and quality of management decisions (Shcherbyna-

Yakovleva et al., 2018); creative and communicative integration is a short animated video with an assessment of the script, storyboard and final product according to the descriptors of the target audience and team interaction (Hlavatska, Oliinyk, 2020, p. 111-114); applicant's subjective position is a reflective report in an e-portfolio that compares evidence of activity with a self-assessment of the increase in each competence (Zhornova, 2012, p. 93-97).

Continuing the logic of the informational and educational environment as an integrative system, the operationalisation matrix is defined as an ordered correspondence «general competence → IEE tool/process → indicator/criterion → level of development», which ensures the transition from theoretical definitions to measurable constructs and their fixation in standardised artefacts of educational activity. The conceptual legitimacy of such a construction is based on the interpretation of the IEE as an infrastructural «shell» of the competence-based approach, where content, organisational and technological components are combined with a common logic of quality assurance (Liubarets, 2019, p. 4). The objectivity of measurement is achieved through platform mechanisms (e-portfolio, feedback modules, activity logs) that allow communicative, digital, analytical, and project management components to be linked to observable indicators and procedures of their assessment (Liubarets, 2016, pp. 58–63). The content validity of indicators is enhanced with the use of multimedia and cognitive visualisation technologies, which increase clarity and cognitive engagement and provide a basis for accurate judgement of the quality of complex content blocks mastery (Bakhmat et al, 2018, p. 98-109). The subject orientation of assessment is ensured relying on authentic products of activity (presentations, case studies, project materials) in which competencies are manifested as operational signs suitable for reliable observation and expert agreement (Zhornova, 2012, p. 93-97).

The level model of development specifies four consecutive gradations (initial – basic – sufficient – high), reflecting the increase in autonomy, the complexity of the tasks solved, the completeness of arguments and the transferability of the results to new contexts; the vertical level correlates with the escalation of training requirements (Dmytrenko, p. 88-97). Standardisation of rubrics, description of indicators, and use of platform logs as independent evidence of procedural discipline and interaction minimise subjective distortions and increase the reliability of assessment (Liubarets, 2016, p. 58-63). A methodical limitation is the sensitivity of some indicators to the aesthetic effect of multimedia tools, which requires a clear distinction between the construct of competence and the quality of technological implementation of the product (Bakhmat et al, 2018, p. 98-109).

Conclusions. The operationalisation of the general competencies of future SCA managers is achieved through the integration of digital technologies into the informational and educational environment and a correctly defined conceptual and categorical apparatus. The matrix of correspondences «competence – tool / IEE process – indicator / criterion – level» in combination with a four-level model ensures the measurability, manageability and comparability of results basing on artefacts of activity and platform analytics. The implementation of the approach is consistent with the competency-based architectonics of speciality 028 Management of sociocultural activities and supports internal quality assurance procedures, creating the basis for the standardisation of indicators and their further empirical verification.

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OPERATIONALISATION OF THE FORMATION OF GENERAL ICT-COMPETENCIES OF FUTURE SOCIOCULTURAL ACTIVITIES MANAGERS

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The article discusses the problem of operationalizing the general competencies of future managers of sociocultural activities in the context of integrating digital technologies into the information and educational environment (IEE). The goal is to provide a theoretical justification and structured specification for the transition from definitions to measurable constructs using an ordered matrix of correspondences between «competence – IES tool/process – indicator/criterion – level of development». The novelty lies in a systematized measurement procedure that combines the content, procedural, and technological parameters of the IES with a level-based development model (initial – basic – sufficient – high), reflecting the growth of autonomy, task complexity, and the transfer of results to new contexts. The methodological basis consists of conceptual and categorical analysis, structural and functional modeling, as well as normative and substantive comparison of the requirements of specialty 028 Management of sociocultural activities. The methodological basis consists of conceptual and categorical analysis, structural and functional modeling, as well as normative and substantive comparison of the requirements of specialty 028 Management of sociocultural activities. The conceptual apparatus (general competencies, IOO, electronic educational platform, indicator, criterion, level of development) was clarified, the architecture of the IEO as an integrative system of educational, information, and management services was substantiated, and its functional role in ensuring the personalization of trajectories, two-way feedback, and objective recording of results (e-portfolio, activity logs, analytical modules) was determined. An operationalization matrix is proposed that links communication, digital, cognitive-analytical, and project-management components with typical IOS artifacts (online presentations, case studies, project materials, multimedia products) and valid assessment indicators. The stages of application (diagnostic, formative, reflective, and corrective) and mechanisms for ensuring reliability (standardized rubrics, inter-expert agreement, platform analytics) are described.

Keywords: general competencies, operationalization, information and educational environment, digital learning technologies, electronic portfolio, competency matrix, level-based development model.