

content, purpose and placement. The questions should directly reflect the purpose of learning and exist throughout the whole lesson. So the questions are very powerful. They always contain important information that makes a person think in a hidden or explicit form, focus on the result, suggest a new aspect of the conversation or activity.

It is necessary to teach a student to ask questions to himself. When we deliberately ask ourselves questions, our mind brings to the surface a lot of useful information. This can be a list of answers to questions (options). The question draws your attention to what happens after the decision is made. It seems to see that the decision has already been made, and we need to think about how to implement it.

The new function of the question is a person's formulation of the question to organize their own thoughts and actions and the opportunity to share with those who are willing to think with him.

There is a philosophical question, which plays a significant role in this science. In the philosophical dictionary, the question is defined as a linguistic expression of the presence of emptiness in the cognitive desire (the question as the performance of the question) [2]. This is the fixation of knowledge incompleteness in a particular area, the attitude, the sharpness of our consciousness to the unknown, on the invisible side of the subject. Talking questions in philosophy means mastering the art of philosophizing.

Pedagogical questioning is the basis and content of the pedagogical process, one of the conditions of collective thinking, organization of the process of translation the meaning from one situation to another, between different groups of students. They set the semantic framework for collective thinking. Pedagogical questioning is the asking new and new questions not in order to get immediate answers, but to keep asking further questions.

A student who has learned to ask questions on his own becomes a subject of his intellectual activity. The ability to ask questions makes a person free. According to Kant, the ability to ask correctly formulated questions is the most important and necessary sign of intelligence, insight and pedagogical skills.

Thus, the art of questioning is a special content of learning. Ideally, it should be considered as one of the types of literacy which is needed to a man of the XXI century. Development of culture of symmetrical questioning is especially important, because it promotes effective cooperation in problematic situations, and overcoming the long-established phenomenon of alienation in relation to the problem of freedom [3].

One of the options for asking in the distance course can be a forum "Questions – Answers", where students under the guidance of a tutor learn to formulate questions and answer them.

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Diagnosis of the level of formation of professional competence of future officers by means of LMS Moodle

Measuring competencies in higher education is a complex and multidimensional task. The changes taking place in higher education, in particular the competency approach, are insufficiently studied [1]. However, the measurement of professional competencies is extremely important to ensure quality training. Measuring the level of acquisition of professional competencies while studying in a higher educational institution can give a more objective assessment of the readiness of the future specialist for the practical performance of functional duties. Which in turn will allow you to quickly make changes in the educational process and generally improve the quality of training.

The problem of monitoring the level of acquisition of professional competencies attracts the attention of domestic and foreign researchers. Thus, V. Lunyachek proposes to use a certain matrix to measure competencies, which includes knowledge, skills, abilities, other professionally important qualities, and their measures. And also gives an example of a comprehensive measurement of specific competence in the form of a table containing a description of competence, its components and the proposed meters [2].

In our opinion, the proposed approach is quite successful and can be implemented using the learning management system Moodle.

Moodle, starting with version 3.1, has a competency module that allows you to implement a competency-based approach in the learning process. This means that the resources and activities of e-courses will be clearly linked to the relevant competencies and their sets. This will allow course participants to see and track their progress in mastering these competencies on the one hand, and on the other – to understand the role of each of the components of the course in the overall picture of learning. Curriculum templates allow you to create combinations of competencies and then assign these plans to students or their groups.

The course instructor can select the desired competencies and assign them to the activities and resources of their course. In the course reports you can view and manage the competencies acquired by the course participants.

Course participants can view a list of available competencies, as well as activities that contribute to their achievement. Some competencies may require the download of additional certificates (for example, certificates of achievement). The teacher, having received such confirmation, determines the level of mastery of the student's competence.

The framework makes it possible to build a “competence tree”, ie a multi-level structure in which learning outcomes are arranged in a hierarchical order, the achievement of which will be evidenced by the acquisition of appropriate competence by those who learn.

The framework can include a variety of activities and course resources, customized scales for their evaluation, the conditions under which the competence will be achieved.

Thus, the use of LMS Moodle to measure professional competencies in higher education is considered quite promising.

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Management competence formation of future officers in the context of military leadership study

The problem of managerial competence forming of future officers involves the consideration of important factors that determine the cadets' military training quality in the high military education institution. The content of the training which should be relevant and demanded by the pedagogical theory and practice. It must follow the requirements of the cadet's future professional activity and promote their personal aspirations and career orientations.

In the context of the managerial competence formation the special attention must be paid to the future officers' study of such a discipline as "Military Leadership". The phenomenon of the leadership is directly related to the effective organization of activities, the achievement of goals, dedication, commitment and persistence of leader followers. The leader is an effective manager. Not surprisingly, mastering the theory and practice of the military leadership for future officers is one of the most important and interesting conditions for the effective managerial competence formation.

As stated in the Military Leadership Development Doctrine of the Armed Forces of Ukraine, "leadership is a social phenomenon that contributes to the achievement of group goals in the optimal time and with the greatest effect," and "military leadership is a purposeful influence of various categories of servicemen in routine, duty, educational and combat activities, as well as in disordered (non-standard, critical) situations for a personnel by maintaining trust and respect, setting the goal, focusing on a goal achievement, ensuring the discipline and motivation to perform tasks assigned and improving the Armed Forces of Ukraine as a public institution"[1, p. 6].

The managerial competence formation in the context of the military leadership study by future officers should be aimed at solving a number of tasks:

- the personal development;
- mastering the psychological and pedagogical knowledge and skills;
- the organizational development;
- the readiness for continuous self-improvement in the future.

Each task has been considered separately.

The future officer's personal development is an important goal of a professional training, because a commander, a leader, a person with a high level of the managerial competence must be an example model for others. An example model