

COMPETENCE-BASED PROFESSIONAL DEVELOPMENT OF STUDENTS IN THE SPACE OF PROFESSIONAL EDUCATION INSTITUTION

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Abstract: The state policy in the field of professional training in the modern conditions is based not on harnessing student's personal interests to professional interests, but on instilling the interest in a student to the professional activity demanded and needed by the socium as laid down in the Russian Federation Law On Education. In this paper, the authors track the development of professional education in Russia, the factors that have impact on its development and the competence-based professional development of students in the space of a professional education institution. As a result of the conducted research, the authors have partially identified the criteria for assessing the level of students' competence in the areas of development under scrutiny.

Keywords: competence-based professional development, students' development, values, orientation, professional education institution, student's personality, competence level assessment criteria, competency.

1 Introduction

According to the Strategy for Development of Education in the Russian Federation for a period until 2025 (Order N 996-r dd May 29, 2015) the priority task is to develop an individual of high moral dignity who shares Russian traditional spiritual values, has relevant professional knowledge and skills, has an ability to fulfill their potential in a modern society, and is ready for peaceful creation and protection of the Motherland.

When formulating new approaches to the professional education, a human shall be the focal point, since the global experience shows that the professional education is currently viewed as a social institution called to meet individual needs in the professional context.

The relevance of this research stems from the pressure of the problem of the relationship between educational and professional components in the professional educational space which requires an urgent solution. The main goals and content of the said components are defined through a multi-level educational system which core principle is to make the best use of individual capacities and to provide equal opportunities for development to all learners, and this system, which is oriented towards an individual, becomes the central pillar of and the most active participant of the professional education. The main problem of competence-based development of students in the space of a professional education institution is associated with the socio-economic conditions of our country, which progression becomes a pressing concern. At the turn of the second and third millenniums, the predominant message was "A man is the most terrible thing for a man". Today, there is a shift in human values towards the values of practicality and materialism, therefore, the sphere of values in society is currently boiled down to selfishness and profit-seeking, which has significantly affected the scale of students' values. Pope John Paul II (Karol Józef Wojtyła) noted that for a human many values turn out to be weaker than material values, but only the spiritual, moral, and patriotic values indicate the personal development of an individual (Wojtyła, 1991); therefore, the core cultural values are especially important in the space of professional education, which predetermined our choice of an experimental base for this research, namely, professional education institutions. This research continues in the dimension of our search for suitable criteria to assess the level of development of general and professional competencies. Since professional education is mainly aimed at the formation of skills required to solve professional tasks, a student as a participant of professional

activity is nominally pushed into the background, and the functional purpose of a professional education institution is determined by the direction of professional thinking of students as a community of like-minded people. A graduate of a professional education institution is expected to find a decent job in the labour market as an evolved competitive specialist. Evolvement of a competitive specialist and personal development are the two main directions of professional institution activities. Firstly, a professional education institution should provide competence-based training and, secondly, personal development of a student who will behave in the society according to the established norms.

2 Literature Review

Professional and personal development turns out to be contradictory and extremely difficult on the path of student's evolvement into a self-contained, morally mature and professionally competent person, as the modern social and economic conditions in the country are not stable. The researchers emphasize that contradictions arising between the values existing in everyday life and traditional humanistic values make it possible for a person to accomplish the projected goals, as the individual behavior deviation is built up of goals and motives. Thus arising contradictions are especially important for our research, in the field of pedagogy of social-moral and patriotic competence-based professional development of a student, as they are indicative of the crisis phenomena in the life of the society, and the supporting evidence is provided in the works of researchers studying developmental problems (Bondarevskaya, 2007). It should also be noted that researchers focus on exploring the crisis state when addressing the problems of competence-based professional development of students, as it is an impetus for seeking the solution. Professional education institutions, as noted by researchers (Ivanova, 2017; Guzych & Pribega, 2015), have one important drawback, which is an imperative impact on the student's personality, as the program is built without account of personal needs in the educational space, i.e. the student is required to fully succumb to the teacher's demands. The main challenges of competence-based professional development and evolvement of a competitive college-aged graduate are associated with the information environment of the society, which changes the student. The adoption of information technologies has made it possible to broaden the outlook of students (Dmitrova et al., 2019; Soltovets et al., 2019). However, as demonstrated by publications, students have become more pragmatic, tough, and selfish (Norets, 2002). New scientific researches in the field of information and communication technologies are conducted and get widespread, thus expanding opportunities for the use of various forms and methods of education in a professional education institution.

In the scientific work of A.M. Novikov (2005) it is emphasized that the system of secondary professional education in Russia may function and may be improved only under certain external conditions.

The theory of competence-based professional development of students assumes the development of abilities for effective work, which includes: not only the integrity of the educational process, which should be aimed at instilling both humanistic values and general principles in students, but also the goal of the teacher to develop the students' skills of integrative and holistic perception of reality. For this purpose, a college teacher must have the necessary professional knowledge, which, in turn, will favour sustainable motivation for learning, development of the professional skills and fostering the readiness for active learning and cognitive activities on the part of students in a professional education institution (Vazina, 2002). The problems of competence-based professional development of students reveal the crisis phenomenon related to the process of personal evolvement - the crisis of values, therefore, the theory of values

constitutes the central methodological basis for designing a framework for competence-based professional development of students in the space of a professional education institution. Scientists distinguish between two kinds of values representing differing viewpoints - the material values and the values of consciousness (Drobnitsky, 1978), and describe the situation of split in values, which led to the identity crisis in Russian society (Akhiezer, 2002; Abulkhanova-Slavskaya, 2009). Raising the question of values in isolation from the human is meaningless, so the need arises for scientific exploration of the pedagogical system of competence-based professional development.

3 Research Methodological Framework

The following contradictions served as prerequisites for the research:

- Between the values existing in everyday life and the traditional humanistic values;
- Between the increasing awareness of students and the level of development of their spiritual and moral culture.

The research hypothesis is the assumption that when the criteria for assessing the level of development of general and professional competences are defined, it will allow to ensure the professional competence-based development of students in the space of a professional education institution.

The research purpose is to substantiate the need for criteria to assess the level of development of general and professional competencies.

The research objectives are:

- To elucidate and substantiate the concepts reflecting the specifics of students' competence-based professional development;
- To analyze the current state of professional education in Russia;
- To identify the conditions for organizing competence-based professional development of students.

In order to address the research objectives and validate the hypothesis, a combination of research methods was used as described in scientific sources as well as based on comprehension of practical experience:

- theoretical research methods (analysis, synthesis, induction, deduction, abstraction, generalization, comparison, etc.);
- monographic study of teachers' works.

The method of theoretical analysis and synthesis makes it possible to identify the problem of this research, to compare different points of view on the educational content, to determine which studies should be used as evidence in the exploration of the topic, which scientific facts and provisions and in which fields of science should be considered and taken into account when making conclusions and proposals.

Theoretical analysis of the material collected during the research involves the analysis of the scientific achievements (in philosophy, sociology, pedagogy, psychology).

Theoretical analysis makes it possible to synthesize and identify the main correlations and dependencies between the content and the conditions of learning.

4 Results and Discussion

4.1 Conceptual and terminological basis of Competence and Professional Development of Students

Due to the fact that the competency-based approach in education is an urgent concern today, the terms "competency", "competence", "professional competences" are used much more often when discussing issues of a new quality of education.

A great economic dictionary defines competence as "a total of powers possessed by any body or official established by the Constitution, laws, charters and the acts of state administration issued on the basis and in pursuance thereof", and competency as "a possession of competence", i.e. the mentioned powers.

The other meaning of the word "competence" has become widely used in connection with the elaboration of theories of labour organization and management. In his work, Zeer E.F. (2007) interprets this concept as follows: "competence is a substantial generalization of theoretical and empirical knowledge, presented in the form of notions, principles, and sense-making provisions". In its most general form, the concept of "competence" can be interpreted as "an integral and systematized combination of generalized knowledge" (Zeer, 2009).

The essential characteristics of competence, according to the researcher L.D. Davydov (2006), include:

- the "competence" concept is broader than the concepts of "knowledge, skills, and abilities", which it encompasses, and serves as a connecting link between its components;
- the "competence" concept in a broad sense is defined as a deep knowledge of a subject or a learned skill;
- the "competence" concept includes periodic and compulsory updating of knowledge and skills, as well as the ability to obtain reliable information to handle the tasks faced.

Competence-based professional development of students means a combination of professionally significant qualities necessary for becoming efficient in professional activities while achieving optimal results and goals, and it is determined not only by the student's personality, but also by their creative attitude to the professional activities, as well as their desire for self-education, self-governed learning activities and self-reflection.

4.2 Current State of Professional Education in Russia

According to K.Ya. Vazina (2002), the professional education space can be understood as a totality of all subjects of learning, consisting of interrelated components, each contributing to the properties of the whole, and playing a direct or indirect role in the professional education processes, or somehow interested in those, namely, these are general education schools and secondary professional education institutions. As the main thing that should unite the multilevel educational facilities is a synthesis of interests in competence-based professional development of students to be organized on a new scientific and methodological basis: sustainability and continuity of educational process in accordance with the determined criteria for assessing the level of development of general and professional competencies. At the same time, the high quality of students' professional development is achieved through a holistic mastery of professional culture with due regard for the personality traits of a student, as well as cultural and historical traditions and trends of social development. The internal need and motivation for activity, according to K.Y. Vazina (2002), predetermine its usefulness. The learning process in a professional education institution is based on the application of the latest psychological and pedagogical theories of learning, helping students to develop an ability to independently solve problems in different activities in various fields. Meanwhile, in order to organize the competence-based professional development of students, the need appears to apply methods of active and interactive learning, along with the need to take into account the personal characteristics of each student throughout the professional training. It should be borne in mind that it is not enough simply to change the methods used to select educational content, it is necessary to define the model of the educational process, and to determine the criteria for assessing the competence level. E. F. Zeer (2016; Zeer & Popova, 2015) also describes the criteria for selecting professionally important qualities of future specialists in the field of vocational education in light of the modern requirements, and substantiates the requirements for the personal qualities of a modern specialist.

In turn, as concerns the content of education, several new aspects can be highlighted:

- More stringent requirements for educational material;
- Development of assessment tools;
- Selection of criteria and efficiency indicators of the learning process;
- Changed functions of and ways to organize the process for acquisition of knowledge, skills and abilities.

The potential of fundamentally different way to organize the educational process is indicated by A.Yu. Petrov (Petrov et al., 2016) in his works, it is presented in Table 1.

Table 1 Criteria of Innovative and Traditional Experience

Traditional Experience	Innovative Experience
Student's personal development	Concept Continuous development, self-development of a student, self-regulation of learning activities
Teaching	Function Create conditions for continuous development, self-development of a student, conditions for self-governance and self-reflection
Transmit knowledge, develop skills and abilities	Goals Nurture a thirst for knowledge, develop abilities to learn and promote comprehension by a student of own learning activities
Subject-specific material	Means 1. Teacher, student, study group (internal, external mechanism of development and self-development of a person) 2. Subject-specific material
Implementation of state standard	Content of education Individual trajectory for completing the professional education program
Teaching methodology	Methods Developing pedagogical technologies
Mentor, informer, appraiser	Roles played by a teacher Collaborator, consultant, partner, intermediary
Aimed to check the acquired knowledge, skills and abilities	Control and assessment of learning outcomes Aimed to find out the level of professional and personal development of a specialist
Actor	Result Active, efficient, competitive specialist in the labour market capable to take action in the life and professional situations, committed to continuous self-development

Source: Petrov et al., 2016, p. 26

4.3 Conditions for Organizing Competence-Based Professional Development of Students

The analysis of criteria of innovative and traditional experience helps to proceed with determination of conditions for applying the competence-based approach in education:

- A teacher facilitates cooperation and pays attention to the student's personality;
- Student's activity involves active interaction with a teacher and other participants of the educational process, as a result, a climate of mutual support is created;
- The key priority is not the assessment by matching the end result against a fixed reference, but the level of student's professional and personal development.

The analysis of the theoretical base has shown that the problem under exploration is multidimensional, the problem of competence-based professional development of students is considered within the axiological approach, and the philosophical approach has been developed through the socio-pedagogical studies. The researchers also paid attention to the organizational and pedagogical conditions of the competence-based professional development of student's personality, in particular, to the developmental potential of extra-curricular activities.

The resolution of arising contradictions allows us to conclude on the urgency of the problem of competence-based professional

development of students through educational and professional activities (Petrov Yu. N. & Petrov A.Yu, 2012).

The foundation for elaboration of the competence-based professional development of students were: the concept of education and culture, the principles of a systematic approach to the analysis of pedagogical phenomena, theoretical and practical aspects of educational design and modeling (Petrova et al., 2018; Petrova et al., 2019).

The competence-based professional development of students may help to develop the following professional and labor competences:

- Get clear understanding of one's future profession (Medvedeva et al., 2019);
- Plan and implement one's own professional and personal development (Medvedeva et al., 2019);
- Work in group and in team, effectively interact with colleagues, supervisors, and clients (Samerkhanova & Imzharova, 2018);
- Take responsibility for the team and the end result;
- Apply information technologies in professional activity (Gruzdeva & Tukenova, 2019).

Competence-based professional development of students also makes it possible to develop certain cultural competencies:

- Acquire a good knowledge of history, geography, culture, ethno-national identity of the country;
- Develop an ability and willingness to show tolerance for traditions, religion, customs and spiritual values not only of one's own people but also of other nations and races;
- Develop an ability to communicate, both verbally and in writing, in the state language with account of the social and cultural context, and to interact effectively in a multicultural environment (Yakovleva et al., 2018);
- Engage in productive creative work to create a cultural environment.

5 Conclusion

The developed professional and labor and cultural competences made it possible to obtain, within the search domain, the criteria for assessing the level of competence-based professional development of a student in a professional education institution by developmental vectors. Competence-based professional development of students in a professional education institution is based on the principles of continuity, innovative orientation in training a qualified specialist for the society, who undergoes transformations, acts based on the market relations and is competitive in the labor market.

Within the framework of this paper, the concepts reflecting the specifics of competence-based professional development of students have been elucidated and substantiated, making it possible to identify the problem under study as an urgent direction of scientific search in the field of theory and methods of professional education.

Organization of the competence-based professional education and development of students is not effective without reliance on the principle of pedagogical cooperation, therefore, in the professional education institution it is necessary to establish an atmosphere of mutual understanding, support, trust and mutual exactingness of the teacher and students.

Any student has the right to choose for study those subjects that he/she considers essential in accordance with his/her own interests and plans, thus self-regulation of one's own learning activities occurs, and the motivation for learning and self-education appears. That is why the educational space aimed at the competence-based professional development of students should be understood as an objective developing process, as a way to organize educational activities, as a system in various fields of knowledge, science, surrounding world, thinking, based primarily on the self-comprehension in learning activities.

The technology of competence-based professional development of a student should reflect the educational system as a general goal and content orientation, organizational structure and form, outlined in the Federal State Program and Federal State Educational Standards.

Thus, the study of competence-based professional development of students in colleges has already allowed us to determine some criteria for the competence assessment in the relevant areas of students' development and to involve college students of 3rd and 4th years of study in the research activities.

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