FORMATION OF PROFESSIONAL COMPETENCE OF A SPECIALIST IN A GLOBALIZED WORLD: CONTEMPORARY PROBLEMS AND PROSPECTS

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Abstract: The article aims to consider the formation of global professional competence of students of pedagogical universities, which is the key to the effective professional education of future teachers. In the course of the study, pedagogical conditions are proposed for presenting innovative technologies to form the professional competence of specialists. The level of global dependence is frequently growing, which dictates the need for the training of qualified teaching staff that could effectively solve emerging global problems and take an active position in the society of globalization. In this regard, there is a need to form the global professional competence of students of pedagogical universities, which is the key to effective professional education for prospective teachers. A key element of global professional competence is productive communication, including international communication, which becomes possible by mastering at least one foreign language. Building contacts in a foreign language is one of the global professional competencies and determines success in professional activities after obtaining professional education. Thus, one of the tasks of professional education in training future teachers as part of the formation of competence is the formation and development of the skills required for fruitful intercultural communication, as well as for understanding and accepting representatives of other cultures through transdisciplinary and post-disciplinary approaches.

Keywords: Contemporary approaches in education, Creativity, Globalization, Higher education system, Innovative forms and methods of teaching, Professional competence, Professional training of a specialist.

1 Introduction

Modern states develop and function in the conditions of globalization trends, which have affected all spheres of life: economy, culture, science and technology, and ecology [9]. Therefore, the level of global dependence is constantly increasing, which dictates the need for the training of qualified teaching staff who could effectively solve emerging global problems and take an active position in the society of globalization. In this regard, there is a need to form the global professional competence of students of pedagogical universities, which is the key to effective professional education for future teachers [29].

The need to form the professional competence of future specialists has become even more relevant in connection with the development of education [1]. It defines the primary task: improving the quality and competitiveness of education and the related changes taking place in the modern information society – the role of the human factor is increasing, universities are being modernized, and the competence-based approach is gaining priority. The process of forming the professional competence of future specialists are recognized as the level of mastering a critical set of competencies [34], the integration of which ensures the successful performance of professional activities. Pedagogical technologies are used that are changing and improving in connection with the world processes of globalization to achieve the maximum result in higher education. The amount of information is growing and becoming more specific every day.

Understanding events, facts, and phenomena are changing rapidly, and there needs more time to transfer and rethink this knowledge in the educational process [21]. This requires teachers and university students to constantly monitor information flows, which excludes deep immersion in a specific problem during the entire study time. Modern pedagogical technologies are being introduced to solve the problem of improving the quality of educational material in the university, including information. Unlike traditional ones, they develop a future specialist's qualities for creative search, analysis, and selection of helpful information. Such technologies contribute to the formation of essential components of professional competence and the achievement of two strategic goals – increasing the efficiency of all types of educational activities and improving the quality of training specialists with a new kind of thinking, following the requirements of the modern information society. Therefore, it is necessary to consider the industry specifics of functioning and introduce such information and telecommunication technologies that fully satisfy the needs of professional training of competitive specialists.

2 Literature Review

At present, the education system in a globalized world is characterized by significant transformations, as a result of which there is an intensification [33], first of all, of innovative processes. Today, the education system is significantly influenced by external factors [27]. It is presented with fundamentally new requirements, the constant increase of which is caused by some trends in world development: (i) accelerating the pace of development of society requires preparing students for life in a rapidly changing environment; (ii) a significant expansion of the scale of intercultural interaction [6], the sociability and tolerance of school graduates are of particular importance; (iii) the emergence and growth of global problems require young people to solve them with modern thinking; (iv) the democratization of society, the expansion of opportunities for political and social choice put the school in front of the need to form the readiness of citizens for such a choice; (v) the dynamic development of the economy and significant structural changes in the field of employment, which determine the constant need for professional development and retraining of workers, necessitate the formation of the desire and ability of school graduates to learn throughout their lives.

In order to meet these requirements, the school must change, and this process must be continuous [16]. All this can be realized by an independent, active, flexible, responding to ongoing changes, capable of taking responsibility, relating to development as a value, and a teacher who is able and ready to learn constantly. Thus, there are special requirements, first of all, for developing the teacher's professional competence [13]. Competence, as a scientific problem, currently has yet to have a precise and unambiguous definition and has yet to receive an exhaustive analysis, even though interest in it has a significant development history.

Competence appeared in the scientific lexicon in the late 50s of the XX century. Initially, its interpretation in domestic and foreign studies had different semantic accents. Foreign researchers invested in the content of the concept, first of all, practical content, the availability of abilities necessary to effectively perform a specific action within a particular subject area [10, 15, 27]. Competence is such a phenomenon that consists of many relatively independent components; some components are more cognitive, while others are more emotional. These components can replace each other as components of observed behavior. Competence is required to perform a specific action in one subject area, including highly specialized knowledge, skills, ways of thinking, and a willingness to take responsibility for one's efforts.

Competence components will develop and manifest themselves only in performing an activity that is interesting for a person [26]. Effective performance – the result of several factors – depends much more on a set of independent and complementary competencies that cover a wide range of situations in moving towards a goal than on the level of individual competence or ability displayed in a particular case. Therefore, it is necessary to evaluate the complete competencies demonstrated by individuals in various situations over a long time spent on achieving personally significant goals rather than the level of any individual ability. The specific situation in which an individual

finds himself directly affects the formation of his value and the possibility of developing and mastering new competencies.

The competency-based approach appeals to the modern paradigm of interdisciplinary science and education [24]. We owe the emergence of the principle of competence to philology [11]. Subsequently, the principle of competence is extrapolated as a scientific method applicable to various fields of knowledge, including pedagogy. Based on new trends in the development of modern education, the competence-based approach is of great importance for the professional development of a future specialist. This issue is given special attention. At the same time, creativity also plays a vital role in forming students' professional competence, allowing a person to use the creative side of his personality in solving various problems and taking action.

If we talk about the term "global" professional competence, then this term is often used in connection with programs for assessing the educational achievements of students. Global professional competence means the ability to critically review and evaluate global problems, including the issues of interstate or intercultural interaction in the context of globalization [5]. Furthermore, global professional competence implies awareness of racial, cultural, political, and other differences directly reflected in people's thinking, attitudes, and perceptions of people. In addition, global professional competence is based on the willingness to engage and cooperate openly, effectively, and respectfully with the rest of society, with a priori respect for the human dignity of each individual.

Today, the formation of global professional competence begins at the school education level [19]. Still, the most remarkable effect of this process is noted at the level of professional education [2]. Today, one can notice the dynamics of changes in various industries and areas, both within states and at the international level; they are a consequence of globalization processes. The reaction to these changes is widespread Internetization and computerization. Together, these factors have led to the formation of a competency-based approach in the higher education system. Furthermore, it is known that the competency-based approach directly affects the evaluation of educational culture [3]: instead of traditional skills, abilities, and knowledge, competencies are assessed.

3 Materials and Methods

Throughout the study, the methods of content analysis, structural-functional method, formalization, systematic approach, comparative analysis, literature review, and observation were used. Authentic literary sources were used as materials: scientific and methodical literature and periodicals. A study of the scientific literature showed that among specialists from various industries, there is an opinion about the versatility of the possibilities of modern innovative methods and technologies [36]. But significant obstacles to their successful implementation have also been identified. The components of this environment are:

- Internal component (electronic educational and methodological complexes in the disciplines, the electronic library of the university; software products for general and particular purposes for training and research work; software products for computer testing of students' knowledge and teachers' work; university website; information system of administrative and organizational university management).
- External component (resources of educational portals, Internet resources).

The influence of the educational environment directly forms in students such a professionally important quality as information culture [3]. The development of this property is associated with the degree of informatization of society. Therefore, it should be continuously carried out at all stages of education by introducing information and telecommunication technologies into the content of the educational process. In addition to the above, information technologies structure and systematize the presentation of material, increase the efficiency of independent work, ensuring the use of all possible information sources (literary, electronic, and multimedia) to solve the educational problem. The stages of the study implementation involved the following tasks:

- Determine the prerequisites for the emergence and development of global professional competence [5];
- Analyze the definitions used today for such concepts as "global professional competence" and "competency-based approach" [27];
- Define the structure and central building blocks of global professional competence [14].

The competence model of a specialist is less strongly tied to the subject and object of labor [18] than the classical qualification model. This ensures the mobility of future teachers in the rapidly changing conditions of the labor market and the economy as a whole. Modern employees, including teachers that are competitive and in demand in the labor market, must have the following: (i) vocational training; (ii) the ability to make independent decisions; (iii) initiative; (iv) the ability and readiness to work with innovations; (v) the ability to work in a team; (vi) psychological stability [25]; (vii) focus on building and developing a career; (viii) readiness for stress and overload [19].

In this regard, professional education should prepare future teachers for the changes associated with their professional activities, developing dynamism, constructiveness, and mobility [35]. The competitiveness of a graduate depends on the level of development of the listed qualities. Thus, the everyday task of professional pedagogical education is to prepare students for activity through the formation of the necessary set of knowledge and skills [37], the ability to use them for the most effective solution of problems, as well as a set of personal qualities that would allow them to make independent decisions even in conditions of uncertainty.

One of the fundamental factors in the development of the economy is the growing role of human capital [11]. Competence-based approaches, including the formation of global professional competence, create conditions for education development while forming the basis for improving the quality of the entire educational process and learning outcomes [28]. It is widely believed among researchers that the presence of competence implies a number of features: the availability of high-quality knowledge and an understanding of how the acquired knowledge and skills can be applied in practice. Thus, the competence-based approach lies in the rationality and awareness of actions. This multi-level understanding of global professional competence makes it possible to consider it from the standpoint of general abilities and particular specialties.

The subject of this study is global professional competence, which is formed during the education of students of pedagogical specialties (Figure 1).

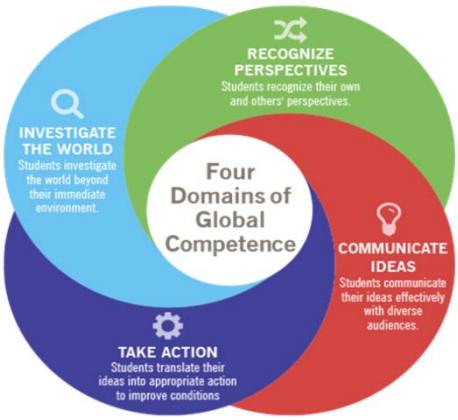

Figure 1 – Dimensions of global professional competence

This study aims to describe, analyze and systematize the essential structural elements of global professional competence, which is a condition for the effective professional development of future teachers.

4 Results and Discussion

The ideas and visions about the world that dominated the 20th century are now outdated and must be updated [7]. Moreover, current conditions have created new problems and challenges requiring future teachers' training. According to reports and declarations of international organizations, today, the priority is relevant, effective, independent learning, which prepares graduates for professional activities and life in conditions of competition and cooperation under the emerging new global scenario [11, 23, 28]. Furthermore, globalization accelerates the movement of capital, industry, ideas, and human resources. As a result, equal opportunities and conditions for personnel are created worldwide.

In most cases, employers are looking for employees who would be competent, reliable, and at the same time, work at the best price while the employee's location fades into the background. Today we can talk about a fundamentally new process of division of labor, reflected in the training of personnel, including those of a pedagogical profile, that is, future teachers. In all countries, computer equipment or low-paid employees with a low level of education or complete absence are increasingly used to perform simple routine tasks. And to perform tasks that require complex communications and professional thinking, specialized personnel are involved who can solve problems of varying degrees of complexity.

An analysis of the list of the most demanded professions until 2025 showed that they include specialties that only existed 10–15 years ago (Big Data processing specialists, telemedicine specialists, new media specialists, and so on) [27]. However, the teaching staff is always in demand and is one of the key specialties. It was revealed that a critical element of global professional competence is effective communication, including international communication, which becomes possible through mastering a foreign language [5, 6, 17]. The ability to build contacts in a foreign language refers to global professional competence and hard skills, which determines success in professional activities after receiving professional education (Table 1).

Table 1: List of global competencies, attitudes, and personal traits

Competency	Attitude	Personal Trait
Communication	Openness	Acceptance of differences
Communication in a foreign language	Flexibility	Coping
Holistic system thinking	Adaptability	Resilience
Negotiation	Curiosity	Initiative
Conflict management	Assertiveness	Oriented of face challenges
Cooperation	Self-awareness	Creativity
Problem-solving	Empathy	Perseverance
Encourage and motivate others	International orientation	
Teamwork	Sociability	
Understand and connectedness of the world		
Decision making		

Thus, one of the tasks of professional education in training future teachers in the framework of global professional competence is the formation and development of the skills necessary for productive intercultural communication, as well as for understanding and accepting representatives of other cultures through post-disciplinary and transdisciplinary approaches.
Some modern researchers characterize global professional competence as a broad outlook, striving for the concept of cultural norms and values, other people's expectations, and applying the acquired knowledge, which creates conditions for effective interaction, work, and communication outside the traditional environment [29, 38].

According to another definition, global professional competence includes foreign language skills and competencies for intercultural exchange. In this regard, one of the factors in the formation of professional competencies is creative thinking. It contributes to a comprehensive assessment of the problem and consideration of various ways to solve it (perhaps not standard ones) [1].

The term "creativity" comes from the Latin ("creatio" – creation) language. Psychological and pedagogical research considers this concept from different points of view [25]. However, the most interesting are the definitions (for the convenience of analysis, we have divided them into groups), in which creativity is interpreted as: (i) the ability to be creative and original thinking; the level of development of creative skills, characterizing the personality as a whole; (ii) the highest level of intellectual activity of thinking; (iii) activity, process, or set of specific processes; (iv) the ability to perceive and comprehend the new, the need to perceive changes, and the generation of many original and valuable ideas of activity; (v) a personality trait that manifests itself during the transformation of information processes.

Based on the preceding, creativity is understood by us as an integral stable characteristic of a person, which determines his ability to be creative, accept new, non-standard creative thinking, and generate many original and valuable ideas [19]. Thus, creativity allows the development of non-standard thinking creative approach to solving professional problems. This corresponds to the modern approach to the development of education and the formation of new ideas about the competence of a future specialist.

Changes in people's social and economic spheres today are happening much faster than 50 years ago. As a result, there is a need to train specialists in a new formation who can think and act per the requirements of modernity. We live in a rapidly changing world: international law is changing, views on political events on history as a whole, the worldview of an individual are changing, and the picture of the world around and inside us.

Therefore, we must become different people – individuals who look with confidence into the unknown tomorrow and who are so confident in their abilities that they can face the coming changes enthusiastically. A society that has raised such people will be able to survive; a society that fails to produce such a person is doomed.

In the conditions of interaction between representatives of professional communities of different countries and cultures in the context of globalization, it seems essential to ensure the implementation of the most effective approaches in vocational education that meet the modern social needs of society (Table 2).

Table 2: The most relevant global competencies and missed competencies identified by six countries

Countries	Italy	Spain	Sweden	France	Hungary	Ukraine
Global Competencies						
Competencies	Communication in a foreign language Communication Cooperation Problem-solving Teamwork	Communication Negotiation Cooperation Encourage and motivate others Teamwork	Communication Cooperation Problem-solving Teamwork	Decision making Ability to support and motivate others	Communication in a foreign language Cooperation Problem-solving Teamwork	Communication Negotiation Cooperation Teamwork Problem-solving
Attitudes	Flexibility Adaptability Empathy Conflict management	Flexibility Adaptability Empathy Assertiveness Curiosity	Relation building Adaptability Empathy Openness Curiosity	Flexibility Adaptability	Flexibility Adaptability Assertiveness	Flexibility Adaptability Empathy Assertiveness Curiosity
Personal traits	Initiative Performance-oriented Oriented to face challenges	Taking initiative Acceptance of differences Openness Convincing Oriented to face challenges Resilience Relation building Leadership	Performance-oriented Acceptance of differences Oriented to face challenges Service minded Sociability	Autonomy Sociability Resilience	Initiative Oriented to face challenges	Initiative Performance-oriented Oriented to face challenges Resilience Relation building Leadership Openness Acceptance of differences Autonomy Sociability
Missed competencies	Ability to make decisions Flexibility Communication Sociability Awareness of one's potential, competencies, and skills	Emotional intelligence Active listening Detail oriented Assuredness Commitment Ambition Long-term vision Patience Social and sustainability focus	Communication Sociability Presenting	Emotional intelligence Cooperation Interaction Flexibility Leadership	Holistic thinking Communication Flexibility Oen to manage changes Social and sustainability focus	Communication in a foreign language Social and sustainability focus Flexibility

As mentioned above, the priority approach in achieving these goals is a competency-based approach that ensures the implementation of multicultural education and multicultural education in the context of interethnic interaction. A modern professional should be able to carry out professional multicultural exchange based on a comparative analysis of the typological characteristics of various professional cultures and adequately represent their country and culture in the conditions of such interaction.These factors testify to the relevance of the sociocultural approach in modern vocational education. It is aimed at mastering sociocultural knowledge, skills, and sociocultural experience in the context of multicultural interaction and at the formation of sociocultural competence. Sociocultural competence is understood as the ability to use those elements of the ethnocultural and sociocultural context relevant to the generation and perception of speech from the point of view of native speakers (customs, rules, norms, social conventions, rituals, social stereotypes, and others). This competence also includes a lingua-cultural component [5, 8], which implies knowledge, understanding, and proper use of national realities that designate objects, phenomena, and concepts unique to a particular sociocultural community.

The modernization of the vocational education system highlights the problem of training personnel who are able, based on integration into the world professional community, to preserve their country's traditions, national interests, and values to improve the quality of people's lives. In this regard, the role of the axiological approach increases, which has great potential in implementing educational tasks in vocational education.

Education is understood as a set of academic, training, and professional influences of the educational system of an educational institution that contribute to ensuring independence and awareness in the choice, development, and implementation of professional activities by a person, allowing one to realize abilities and inclinations in her chosen professional field in solving professional problems in the interests of her country and progressive world community. In the process of vocational education, it is necessary to transfer both professional and universal values, which will be the basis for implementing the interaction between representatives of various national communities in a specific professional field.

The axiological component of professional training is reflected in the formula "know-be able-to-create-want," all components of which should be characterized by a value orientation [22]. Among globalization's most significant professional values, it seems appropriate to single out the following: professional duty, patriotism, responsibility, honesty, service to people, creativity, and mastery. Further, globalization dictates an increase in the importance and role of the professional culture-forming environment [26]. In this regard, the position seems to be relevant for this study, which emphasizes that the concept of "pedagogical potential of the cultural and educational environment" allows expanding the boundaries of the interests of modern professional education, including the surrounding reality as a source and driving force for the development of the personality of a future professional. The main system-forming factor in the context of globalization is environmental life activity, the structure-forming connection of which is the attitude of a person to his cultural environment, as a result of which there

is a relationship between the components of the cultural and educational environment.

The degree of interconnection depends on the degree of personal comprehension of the degree of inclusion in the activated value sphere of culture. The pedagogical potential can be increased by increasing the environment's resources and changing the structure and interaction between the domain elements. This provision proves the need to immerse students in a dynamic multicultural environment, taking into account the constantly occurring changes in its structure and content under the influence of the globalization factor. Finally, the increase in the complexity of professional tasks in the context of globalization requires the introduction of new educational technologies [12]. The most adequate in modern conditions is an integrative-modular technology for the formation of professional competence of future specialists. This technology is based on an algorithm that includes the following steps:

A. Problematization;
B. Actualization of professional knowledge, skills, and abilities necessary for the high-quality performance of educational work;
C. Formation and development of experience in implementing typical activities of a future specialist;
D. Planning goals, content, pedagogical technologies, and conditions;
E. Independent creation of projects for the performance of author's options for performing typical types of undergraduate activities, their presentation;
F. Assessment of the quality of research and educational activities and self-assessment [20].

The above advantages can contribute to solving the problem of a graduate's adaptation to new conditions of life in the information society, where the decisive role will be played not by matter and energy but by information and scientific knowledge.

Nevertheless, it is necessary to consider the factors of globalization, virtualization of processes, and increased emigration, which makes new ways of interaction between the subjects of the production process and new forms of employment associated with these methods relevant. These factors directly impact the requirements for the global professional competence of a specialist in the modern world.

5 Conclusion

The current world of globalization differs from the industrial world in which future teachers must carry out their professional activities. This dictates the need to acquire new knowledge, skills, and abilities. Today's application of information and telecommunication technologies in education is relatively high. The introduction of them, as well as a complex of pedagogical conditions (personal, motivational, content-procedural, methodological, organizational, technological) in the professional training of future specialists will contribute to the activation of educational and cognitive activity and increase the effectiveness of the formation of professional competence. The professionalism of teachers is one of the most critical factors in preparing a skilled specialist.

Furthermore, it is vital to consider the growing role of global interdependence, which will directly affect future work conditions. Thus, today the formation of the global professional competence of future teachers, who are both professionally trained and interested in the outside world, is relevant. Prospective teachers should be able to handle innovative tools, languages, ideas, and methods to solve society's actual social problems effectively.

Global professional competence contributes to self-development, using accumulated experience based on the exchange of views, different points of view, and the willingness to improve the conditions of society and the global community to contribute to sustainable development. Therefore, the formation and development of global professional competence is a condition for the practical professional education of future teachers. The solution to this problem will ensure the preparation of graduates for successful work, the formation of a set of knowledge and skills, as well as the ability to effectively apply them to solve problems of varying complexity, as well as the development of personal qualities that allow them to make independent decisions in the future, including with increasing uncertainty.

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Primary Paper Section: A

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