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Research Article

METHODOLOGICAL APPROACHES TO THE FORMATION OF PROFESSIONAL COMPETENCIES OF GRADUATES OF TECHNICAL UNIVERSITIES BY MEANS OF THE RUSSIAN LANGUAGE

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ABSTRACT

The article deals with the issues of formation of professional communicative competence of students of a technical university. Optimization of teaching humanities at a technical university involves constant search for new approaches to filling classes with modern learning technologies, expanding the boundaries of the course and its integration into other academic disciplines.

KEYWORDS

Professional communicative competence, students of a technical university, bachelor's degree, Russian language and speech culture, independent work of students, distance learning environment.

INTRODUCTION

The purpose of higher education is to form students' personal and professional readiness for future activities. Professional activity in the technical field inevitably dictates the use of specific content, special forms of educational activity in Russian language classes. Modern teaching of the Russian language is inextricably linked with the spread of the ideas of global citizenship, which provides training for active members of the world community [1]. The basis of the language training of technical university students is the formation of professionally significant competencies against the background of the general cultural

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development of the individual. "In this regard, the content of professional language training is considered as the formation of specific professional competencies and preparation for communication" [1].

The problem of the formation of professional competence of bachelors of technical universities in the study of disciplines of the economic cycle is one of the most urgent and at the same time poorly developed problems of modern pedagogical science, which is primarily due to the complexity and inconsistency of economic activity, dynamics and orientation of socio-economic transformations in society. In the modern conditions of the formation of market relations, there is a need to intensify the professional training of engineers in institutions of higher professional education, aimed at the maximum development of students, the formation of their skills and abilities, the independent creative application of acquired knowledge in various industrial and technical situations, the formation of economic thinking, the basis of which, along with other competencies, is professional.

"Vocational education is not yet able to solve the problem of personnel starvation," R. S. Bosiev and A. I. Dontsov argue, not without reason, "due to new requirements for the level of qualification of employees" [3]. Of course, our country needs to reach the leading global positions in the field of human capital formation, for which it is necessary to transfer the professional training of future engineers at the university to a new level. "Education is one of the most effective forms of investment in human capital" [2].

The problem of the research is to resolve the contradiction between the need to use innovative ways to form the professional competence of students of a technical university and the lack of development of a scientifically based set of pedagogical conditions for the gradual development of their professional training (including the use of the latest technologies). In these conditions, in the system of higher professional education, general professional disciplines are of particular importance, creating the foundations of engineering knowledge and skills for future specialists.

The high level of development of each of these components of the model, in our opinion, serve as the basis for personal development and a prerequisite for professional growth. The totality of pedagogical conditions represents the process of revealing the qualities, abilities and readiness of a future specialist for the formation and self-improvement of professional competence. [4]

Thus, the model shows that pedagogical science and practice have accumulated a wealth of experience in the formation of professional competence. The model developed by us reveals the author's vision of the process of creating the professional competence of a future civil engineer, reflects the reality of the stated pedagogical conditions (creation of an innovative and creative environment; formation of a subjective position of a person capable of self-realization; organization of reflection and self-reflection; strengthening of practice-oriented orientation of activity; the use of computing, information, telecommunication technologies and systems; effective management of educational, scientific and professional activities of students); is based on methodological approaches (competence-based, axiological, personality-oriented, creative, system-activity, technological, task-oriented) and didactic principles that implement modern trends in developing education; provides step-by-step acquisition of theoretical and practical knowledge, skills, abilities and necessary experience of activity (adaptive-

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reproductive, regulatory-activity, creative); allows you to build interdisciplinary connections, diagnose the level of formation and successfully master the chosen profession. [5]

"Competence is a way of existence of knowledge, skills, education, contributing to personal self–realization, finding a pupil's place in the world, as a result of which education appears as highly motivated and in the true sense of personality–oriented, ensuring maximum demand for personal potential, recognition of the personality by others and awareness of its own importance," that is, competence is a "complex synthesis of cognitive, subject-practical and personal experience".[6]

Professional competence, as a multifunctional characteristic of a specialist engineer, has internal unity, determines the modern solution of problems of higher education, readiness, formation and self-realization of personal and professional qualities, is focused on future professional activity. The ability of a future specialist to constantly update knowledge and its application, willingness to make decisions, design their development increases the level of professional competence. For our research, the solution of professional tasks based on: - information; - communication; - social and legal foundations, engineering activities in the context of the requirements of the system of higher professional education and employers. [7]

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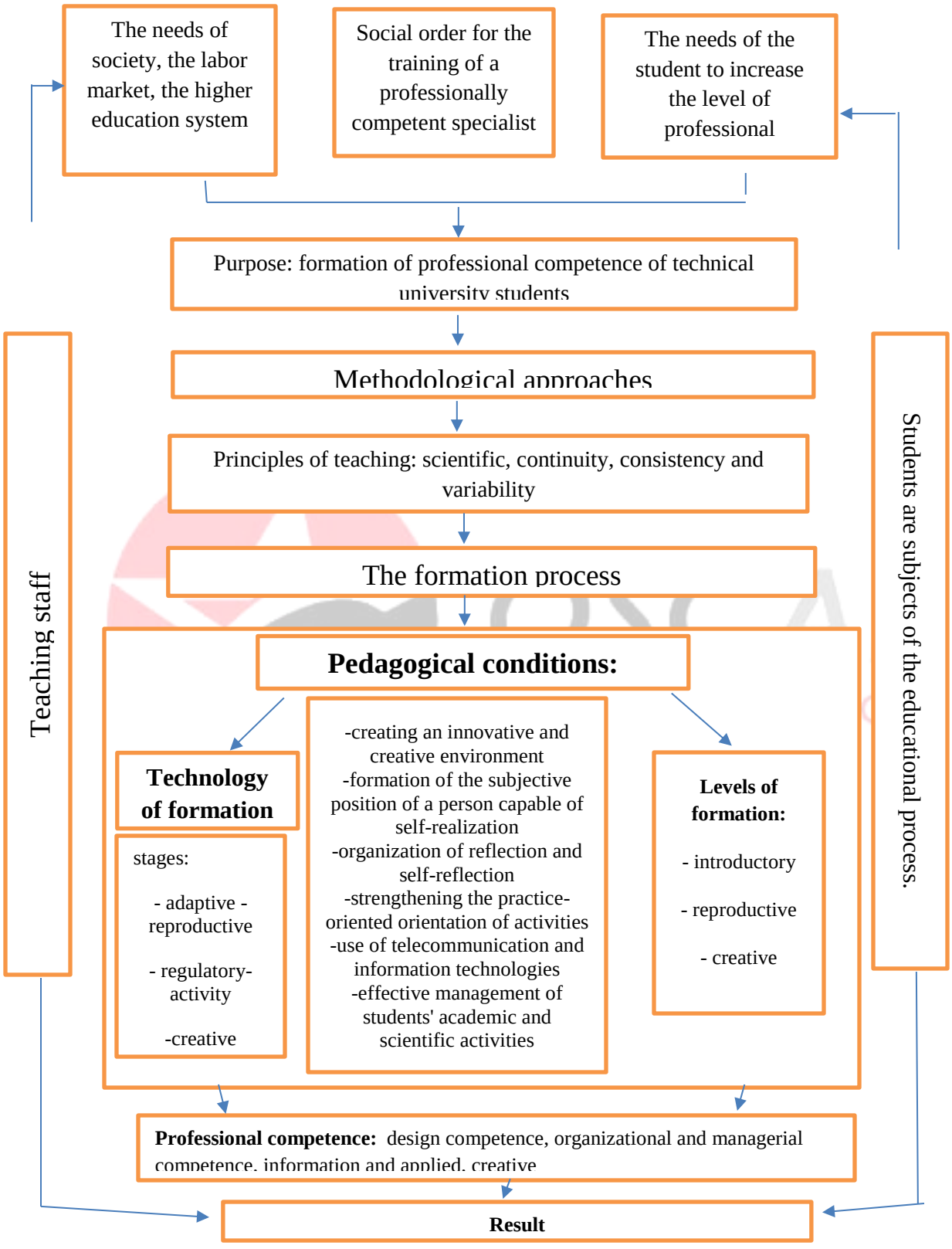

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Model of formation of professional competence of technical university students (fig. 1)

Engineering activity, taking into account the specifics of the discipline, key and basic competencies contain an algorithm for solving professional tasks, and also reflect a modern understanding, immersion in the main tasks of professional activity. They implement basic and key competencies, which, if a student "knows how to do", is the result of formation, the necessary experience, the established personal quality, the basis of successful activity, the characteristic of the correspondence of skills and abilities to the real level of complexity of the tasks performed and the problems solved. [8]

The competence approach in education is the orientation of education to achieve a sufficiently high level of knowledge, experience, awareness to carry out activities and communication in various fields and spheres.

The axiological approach in the study of pedagogical problems is a necessary methodological condition. The concept of axiology (from the gr. axia – value and logia – the doctrine of values) appeared in 1902. It was introduced by the Frenchman P. Lapi. The axiological approach, according to B.G. Ananyev, E.V. Bondarevskaya, B.P. Bespalko, I.F. Isaev, E.N. Shiyanov and others suggest a culturally organized, motivated, purposeful organization of the entire pedagogical process, focused on a certain set of values, which in most educational technologies are represented by universal values. [8]

The axiological component of our research is the definition of value priorities in the process of forming a specialist of a technical university by means of a personality–oriented education.

The personality-oriented approach in professional education provides for the creation of humanistic conditions aimed at the development of a competent personality, the organization of educational interaction between a teacher and a student, when the student is considered as a universal human value and everyone is capable of self-education, self-education and self-education, self-development, self-determination, the formation of creative abilities. [9]

Solving pedagogical tasks for the formation of professional competence of future specialists of a technical university, the teacher builds joint activities with the student as interaction and cooperation, modeling subjective relationships. At each stage of the formation of a future engineer, the following are distinguished in the main substructures of the subject of activity: professional orientation, competence and important personal qualities. [10]

The system-activity approach in education represents purposeful, conscious and motivated human activity manifested in systemic activity. The system-activity approach in the study combines system and activity approaches in the unity of both objects and phenomena of the educational process, as well as personality and its activities. The study of activity as a system includes the study of the totality of elements, the clarification of their interrelationships, the allocation of a central link, the definition of both system-wide qualities and each element. [4]

A creative approach to the study of the formation of professional competence of future specialists of a technical university is considered as one of the pedagogical conditions aimed at organizing creative learning, contributing to the formation of creative thinking, creative abilities of the individual, the ability to make new decisions in non-standard conditions.

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As a result, the following stages of professional competence formation were identified: adaptive-reproductive, regulatory-activity, creative.

At the first stage – adaptive and reproductive - of the formation of professional competence for the accumulation and development of knowledge and skills, variable technologies were used to transfer students from one level to another on the basis of humane and personal orientation:

1) the technology of education of subjective activity, considering the use of active forms of student involvement in activities (self-activation), the organization of conditions for the realization of the potential of the individual, her abilities (self-actualization, self-identification, self-expression) and the assessment of the level of diagnosis of the formation of professional competence;

2) the technology of preparing and conducting discussions as a form and means of information exchange, the development of subjective relations in the teacher–student system, the motivation of achievements for the search for truth by comparing and colliding different points of view on a problematic situation, combining theory with practice;

3) technology of organization of games imitating professional activity; organizational and activity games were used to find means of solving technical problems, reflexive role-playing games were used to assess work experience;

4) reproductive and algorithmic technologies for the purpose of mastering the algorithms of activity in solving typical technical problems;

5) technologies for creating a situation of success in order to activate the teaching, enhance the role of the subjective position of the individual, develop her individuality;

6) technologies for structuring educational material and enlarging the units of assimilation for conscious, deep assimilation, development of critical thinking. [8]

At the second stage – regulatory activity - the goal was to focus on solving technical problems for the formation of professional competence of an engineer, namely: further development of the subjective position and self–reflection through self-actualization of knowledge, skills, skills and their practical implementation; development and formation of professionally significant personal qualities in situations of simulation modeling of activities.

The second stage was characterized by the problem-searching nature of the educational and cognitive activity of students based on the activation and intensification of learning. In order to implement the stated pedagogical conditions of learning based on social interaction, the following educational technologies were used at the second stage of the study:

1) technology of problem-based learning and educational research, including critical and extreme design situations that were solved during individual and group work;

2) the technology of organizing games simulating professional activity, for example, problem-business games were used for the collective search for means of solving technical problems, actual practical problems;

3) technology of practice-oriented activity in order to include students in active cognitive activity, cooperation, formation of reflexive actions, development of creativity. [9]

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At the third stage – the creative one – of the formation of the professional competence of the future specialist of the construction profile, the goal was to develop the individual style of the student's activity as an active subject with reflexive competence, capable and ready to build his own trajectory of professional activity and make competent decisions.

To increase motivation, activate creative abilities and stimulate students' independence in solving professional tasks, the following pedagogical technologies were used:

1) technology of simulation modeling of practice-oriented types of professional activities that contribute to the formation of special competencies;

2) technology of analysis of professional situations, which serve as a tool for studying the problem, a means of evaluating and choosing solutions (at this stage, technical and additional reports on the results of engineering-geological surveys of structurally unstable soils were introduced);

3) technology for solving professional tasks, checking the correctness and effectiveness of their implementation, evaluating the result and making the necessary adjustments;

4) technology of development of project, creative and research activities of students to include them in creative search, finding new ways of solutions that require active mobilization of knowledge, creation of a creative environment and cooperation of teachers and students. [4]

CONCLUSION

In conclusion, I would like to say that the introduction of pedagogical technologies was conditioned by the need to organize the systematic activity of students, which guarantees the planned result for a specific time; systematization of teaching methods; transfer of knowledge by activity-value methods; possibilities of expert design of the technological chain of procedures, a set of methods, organizational forms and interaction of student and teacher.

We understand the technology of forming the professional competence of students of a technical university as a set of ordered, consistently combined variable actions that provide a scientifically based, holistic system of activity stages focused on the development of participants in the educational process and used to achieve a specific result. At the same time, "pedagogical technologies realize the professional formation of future specialists through the assimilation of knowledge about the content of professional activity and ways of its implementation." [6]

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