

STUDENT'S PERSONALITY DEVELOPMENT IN THE PROCESS OF COMPETENCE-ORIENTED PROFESSIONAL TRAINING AT THE UNIVERSITY

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The article reveals the author's position on the possibility of developing a bachelor's personality in the process of professional training at a university from the perspective of a competence-based approach. The correlation of the competence approach and personality development based on their analysis is shown. The development of a bachelor from the position of a competence approach is considered in the context of the theory of the formation of the content of education at the level of personality structure. Separate positions of the designated problem are based on the results of the bachelor's training experience in the direction of «Pedagogical education».

Key words: bachelor's personality, competence approach, graduate's competence model, content of higher education.

In accordance with the provisions of the Bologna Agreement and the requirements of the Federal State Educational Standard (FGOS), significant changes are taking place in the modern system of Russian higher education (VO) at all its levels. A distinctive conceptual feature of the FGOS in accordance with European standards is their effective and targeted orientation to the development and formation of competencies in the graduate as a result of mastering, in particular, the bachelor's degree program in the chosen field of training.

A competent approach in a multi-level system of higher education is characterized by the complexity and complexity of the entire complex of measures related to its implementation. One of the stages of implementing the competence approach in the university educational process is the creation of a graduate competence model that ensures the qualitative achievement of the expected educational results. The development of the bachelor's personality is considered as a component of the graduate's competence model, the implementation of which makes it possible to assess the level of mastering the basic educational program in the form of a set of competencies. As noted by many authoritative researchers (R.N. Azarova, V.A. Bogoslovsky, N.V. Borisova, N.A. Selezneva, V.I. Zvonnikov, I.A. Zimnaya, N.F. Efremova), the grad-

uate's competence model reflects the interrelationships of future professional activity with subjects and objects of work, interdisciplinary interactions and requirements for the result of the educational process.

Within the framework of the article, the development of a bachelor is considered at one of the levels of formation of the content of education – at the level of personality structure. The theoretical provisions of the classical theory of the content of education adopted in Russian pedagogy (developed by L.Ya. Lerner, V.V. Krayevsky, V.S. Lednev and other representatives of the Laboratory of General Problems of Didactics of the Russian Academy of Sciences) were among the main theoretical and methodological foundations of the research conducted since 2005 at the Adyghe State University (Maykop). In the course of the research, the conceptual foundations of the theory were rethought and adapted to higher education [6]. The shift of the ultimate goal of higher education towards competencies under the influence of the requirements of modern life within the framework of Russia's accession to the Bologna Process is explained by the historical nature of the content of education. According to the apt expression of G.S. Batishchev, the representation of progress for the mind is accompanied by difficulties without relying on

the definitions formulated in the old concepts. And then he continues that, taking into account the stages of this process, the old imposes its measure on the new in advance [1]. The validity of the next historical changes that have occurred with the content of education is emphasized in the philosopher's further reflections. His works show the difference between cultural and historical progress, which manifests itself not in movement based on previous dimensions and criteria, but in the creation of an unforeseen dimension that makes the multidimensional world more cultured and richer in its foundations [1]. In the system of Russian education, the competence approach has become just such a new dimension that allows a person to more fully realize the possibilities of intellectual, cultural and moral development in the course of mastering competencies that are in demand in modern society. According to E.Ya. Kogan, this is a fundamentally new approach that requires a revision of the attitude to the development of personality during training and the positions of participants in the educational process, causing global changes, starting with consciousness, and covering methodological and methodological foundations [3].

Within the framework of the conducted research, consideration at the level of the personality structure of the bachelor's development from the position of the competence approach allowed us to present the content of higher education as a personal asset of the student, which is the result of mastering the bachelor's degree program in the process of competence formation. In the direction of training 44.03.05 (44.03.01) Pedagogical education at the Adygea State University, the result of mastering the bachelor's degree program is the formation of general cultural, general professional and professional competencies in the graduate.

Let us turn to the analysis of the competence approach and the theory of personality in order to be able to correlate them.

The relevance of the competence-based approach in the European higher Education space and the recognition of its social significance orients the Russian education system to train a person with an active position in various spheres of public life. Within the framework of the study,

the competence approach is considered as a methodological basis for updating the modern content of higher education, which makes it possible to bridge the gap between the cognitive, activity, creative and personal levels of bachelor's development. At the ascertaining experimental stage of the study, the initial state of the problem was revealed and the need to make changes to the modern educational university process in order to achieve the goal of developing a bachelor's personality in the context of the implementation of the competence approach was shown.

The competence-based approach creates conditions for the holistic development of various areas of the bachelor's personality (cognitive, emotional, etc.) during the assimilation of the content of higher education. One of the founders of a holistic approach to the interpretation of professional competence is the English psychologist J. Equal, who presented his personal and social component in detail [4]. In his opinion, many components, from a large number of which the phenomenon of competence is formed, are relatively independent of each other. As the social psychologist emphasizes, individual components can relate to the cognitive sphere, and other components to the emotional, replacing each other as components that manifest themselves in effective behavior. [4].

Various aspects of the student's personality development problem, the development of the necessary competencies were touched upon by scientists from many scientific branches of knowledge. Along with this, the problem of the competence approach is also reflected not only in domestic, but also in foreign scientific literature. It should be noted that there is a variety of views on the essence and content of this concept. Along with this, the pedagogical component of the development and formation of a bachelor's personality in the process of mastering competencies through the assimilation of the content of education remains insufficiently developed, there is no comprehensive approach to interpreting the possibilities of their formation during training. Within the framework of the research conducted over a number of years, the necessity of having a training and developing environment for the formation of bachelor's

competencies is shown. Taking into account the need for continuous development of competencies and a significant role in this process of self-organization and self-development of the bachelor's personality, the LMS Moodle platform was presented as such an environment [6].

In modern psychological and pedagogical science, the basis of a competent approach was the research of L.S. Vygotsky, A.N. Leontiev, P.Ya. Galperin, E.F. Zeer, I.A. Zimnaya, V.I. Baydenko, V.A. Bolotov, V.V. Serikov, A.V. Khutorsky and a number of others. Often, the views of researchers differ due to the multidimensional nature of the concept itself. Among the numerous interpretations, some of the most common ones can be distinguished. So, E.F. Zeerom and I.A. The competence approach is presented in the form of a set of general principles for determining its target orientation, methods for selecting the content of education, conditions for organizing the educational process and tools for evaluating its results [1; 2]. The views of Professor V.I. Baidenko are somewhat different, considering it as a method of modeling the results of education and presenting norms for assessing its quality [1; 6].

The introduction of the competence approach into the higher education system of the European Community allows it to be unified for the national educational standards of most countries in a common language of competencies for them. At the same time, academic mobility of students is ensured thanks to such comparability of educational standards of all participants of the Bologna process.

As the analysis of psychological and pedagogical literature has shown, «competence» and «competence» are the components of the competence-based approach. Without dwelling on the numerous definitions of these concepts, we will highlight the positions of two researchers that most fully reflect, from our point of view, their content. In particular, I.A. Zimnaya, as a result of a comparative analysis of these terms, concludes that «competence» is a broader concept in contrast to «competence». In her opinion, the components of the content of the concept of «competence» are such components as cognitive-knowledge, motivational, relational, regulatory. At the same time, competencies are

understood as individual internally potential neoplasms in the form of knowledge, ideas, algorithms of actions, value systems and relationships, which subsequently manifest themselves in human competencies in an active and active form [1; 6]. Hence, it is obvious that, according to the author, competence is based on the totality of competencies that make up it. Does not contradict this, the position of A.V. Khutorsky, expressed in the consideration of these concepts in interrelation and mutual subordination. As the scientist notes, the content of the concept of «competence» includes a set of interrelated personal qualities (knowledge, skills, skills and methods of activity) that allow to carry out productive activities at a qualitative level in relation to a certain range of subjects and processes. The concept of «competence», according to the researcher, manifests itself in the possession and possession by a person of the appropriate competence, which allows him to express his personal attitude to the subject of activity [1; 6]. In our opinion, this approach of A.V. Khutorsky most fully reflects the four-component composition of the content of education, in connection with which it became the starting point within the framework of our research.

To further reveal the possibilities of a competent approach in the development of a bachelor's personality, we will present the results of a theoretical analysis of scientific literary sources.

There are various theories of personality in the psychological and pedagogical sciences. The problem of personality and its development, taking into account the data of various sciences, is well researched within the framework of personality psychology. The main representatives of this direction are K. Rogers, K. Levin, M. Makoni, M. Wertheimer, V. Keller, K. Koffk, J. Kelly. Despite the difference in the explanatory principles on which their theories of personality are based, what unites them is the initial position of considering personality as a dynamic system that is in continuous change and development. Summarizing the different views of scientists, we can conclude that personality is a unique category in its complexity and versatility, studied by various social (philosophy, ethics, biological and social) and psychological and pedagogical sciences. In the conducted research, in the future, they adhered to the position

of V.N. Myasishchev, who considers personality as a hierarchical dynamic system of subjective relations formed in the process of its development, upbringing and self-education [1; 6]. According to the scientist, personality reflects the totality of a person's relationship to the subject content of experience and the associated value system [6].

The analysis allows us to consider the competence approach as a condition for the full development of the bachelor's personality as the main goal of higher education. In accordance with the Federal Law of the Russian Federation «On Education in the Russian Federation», the main goal of higher education is «to ensure the training of highly qualified personnel in all major areas of socially useful activities in accordance with the needs of society and the state, meeting the needs of the individual in intellectual, cultural and moral development, deepening and expanding education, scientific and pedagogical qualifications» (Article 69 of the Federal Law of the Russian Federation «On Education in the Russian Federation» dated December 29, 2012 No. 273-FZ). In this context, the training of highly qualified personnel in the direction of 44.03.05 Pedagogical education in accordance with the needs and interests of the bachelor's personality in his intellectual, cultural and moral development becomes possible as a result of mastering the bachelor's degree program based on the formation of general cultural, general professional and professional competencies.

At the same time, for the formation of any of them, it is necessary for the bachelor to master the experience included in the content of education as a pedagogically adapted social universal experience. According to V.V. Krayevsky and I.Ya. Lerner, it is an experience isomorphic in all its structural completeness to human culture [5]. Thus, the experience acquired by a bachelor's personality in the course of mastering competencies becomes a specific component of the content of education that exists inseparably

from itself. This experience manifests itself in the form of a value attitude developed by the bachelor's personality in the process of experiencing, rethinking the content of education. The shift of emphasis in the educational process with a competence-based approach does not negate its professional orientation. This makes it possible to create the necessary conditions for the bachelor to acquire personal experience in the process of development and self-development through the acquisition of competencies.

Within the framework of this approach, it is possible to create situations in which a bachelor's personality may encounter phenomena or events that are significant for her in life and in her profession. Outside of such situations, the bachelor's personal experience associated with the subject activity performed during exercises, problem solving, interaction and communication with the teacher cannot be presented. According to V.A. Bolotov and V.V. Serikova, such situations, within the framework of the competence approach, may arise in the bachelor in the process of cognition and explanation of the studied phenomena of reality; the development of modern technology and technology; the manifestation of ethical norms in people's relationships and self-assessment of actions; the practical implementation of vital social roles; the application of legal norms and the expression of consumer and aesthetic assessments; choice professions taking into account the needs of the labor market and the assessment of their own readiness to study at a professional educational institution; resolution, if necessary, of their own problems related to life self-determination, choice of style and lifestyle [1; 6].

In general, the implementation of the competence approach in the university educational process allows creating the necessary conditions for the full development of the bachelor's personality in accordance with the purpose of higher education.

LITERATURE

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РАЗВИТИЕ ЛИЧНОСТИ СТУДЕНТА В ПРОЦЕССЕ КОМПЕТЕНТНО-ОРИЕНТИРОВАННОЙ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ В ВУЗЕ

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В статье раскрывается авторская позиция возможности развития личности бакалавра в процессе профессиональной подготовки в вузе с позиции компетентностного подхода. Показано соотношение компетентностного подхода и развития личности на основе их анализа. Развитие бакалавра с позиции компетентностного подхода рассматривается в контексте теории формирования содержания образования на уровне структуры личности. Отдельные позиции обозначенной проблемы обосновываются на результатах опыта подготовки бакалавра по направлению «Педагогическое образование».

Ключевые слова: личность бакалавра, компетентностный подход, компетентностная модель выпускника, содержание высшего образования.
