

## DEVELOPMENT OF STUDENTS' PERSONAL COMPETENCIES DURING PRACTICE AS AN OPTIMAL PROFESSIONAL ENVIRONMENT

**SHEKHMIRZOVA Angelika Muharbievna**

Candidate of Pedagogical Sciences, Associate Professor

**GRIBINA Lyudmila Vladislavna**

Candidate of pedagogical sciences, associate professor

Adyghe State University

Maykop, Russia

*The article touches upon the problem of the organization of bachelor's practice, taking into account the main positions of the Bologna process, assuming the predominance of student-centered learning. The necessity of revising the established traditional approaches to the design of the content and organization of bachelor's practice in the context of the ongoing modernization processes in the Russian higher education system from a systemic perspective is emphasized. The difficulties of the practical implementation of the competence approach in the educational process of the university, due to the multivariability of its application, are noted. In this context, competencies are presented in the form of a practically directed educational result, manifested in the ability of the intern to successfully solve a certain range of professional tasks. The expediency of considering the practice as an optimal professional environment for the development of personal competencies of bachelors is substantiated.*

**Key words:** bachelor's practice, optimal professional environment, Bologna process, competencies, modernization of education.

The development of the level system of Russian higher education, taking into account international educational trends within the framework of the Bologna process, has determined the high importance of practical activities in the preparation of graduates of higher education. The cardinal changes currently taking place in the Russian education system have necessitated the design of practice programs based on a competence-based approach. The introduction of innovative components into the normative component of higher education is only an insignificant part of the overall business, while the implementation of the idea itself in practice requires great efforts. All measures applied at the government level to modernize higher professional education are conditioned by the practical need to revise traditional approaches and established principles of designing the content and organization of practical activities of students.

As the analysis of scientific literature and generalization of innovative pedagogical experience has shown, the competence approach, seemingly quite understandable in its basic ideas, is accompanied by difficulties in its practical implementation. They are due to the multiplicity of options for the implementation of the competence approach related to the level of higher education, regional needs, areas of training, the

professional level of the subjects of the organization of the educational process in the competence format. The ideology of the considered approach, fixed in the normative documents of higher education, numerous scientific publications, provides for the presentation of competencies in the form of a practically directed educational result, reflected in the solutions of graduates of universities of a certain range of professional tasks. In this context, practical training should bring students' educational activities closer to professional and labor actions (taking into account Professional Standards). Undoubtedly, the competence-based approach is characterized by many advantages, but attention should also be paid to the methodological and practical shortcomings that exist today. Among them, we note the fundamental points that are significant in the context of the organization of university practice.

The starting point is the understanding of the essence of competence in relation to a specific professional situation in which the generalized knowledge applied by the student, turning into specific algorithms (procedures) of actions, leads to the success of the result obtained. This understanding of competence is typical for foreign researchers who consider it on the basis of cause-and-effect relationships with professional

activity [3]. It is the European understanding of the success of an individual in society in a broad context, including her professional and career growth, that we are laying in the construction of a competence model of a graduate of university educational programs, in which practice is given a place [2]. In the course of further research, it is filled by us empirically, in accordance with the ongoing changes in the framework of updating the Federal State Educational Standard.

The peculiarities of the competencies formed as educational results, which are normatively fixed in the Federal State Educational Standard of Higher Education, determine the need to overcome the established tradition of organizing practice in Russian universities from a systemic standpoint. In this context, competencies are considered by us as integrated results necessary for the successful performance of professional activity, which distinguishes them from educational results expressed through basic units of knowledge, skills and abilities. Unlike these units, which provide for the performance of an action by analogy with a sample, competencies presuppose the presence of experience of independent activity based on acquired knowledge of a universal nature (as part of universal competencies).

Theoretical and methodological aspects of the organization of university practice are presented in the works of domestic researchers O.A. Abdullina, E.P. Belozertsev, O.S. Grebenyuk, A.I. Piskunov, etc. Of particular interest within the framework of the research are methodological works related to the study of the features of the development of the content and organization of practice based on the competence approach, Yu.A. Galaguzova, V.S. Morozova, E.S. Garaeva, N.I. Kolupaeva, L.A. Osmuka.

As the analysis of the scientific and pedagogical literature and the results of research by scientists on the practical training of students has shown, despite the significant amount of available work, the methodological and technological foundations of the organization of practice in a competence format remain insufficiently studied from a systemic standpoint. The relevance of the research is determined by the presentation of bachelor's practice in the context of the competence model of a university graduate as an optimal professional environment for successful acquisition of competencies in accordance with the requirements of the Federal State Educa-

tional Standard, taking into account Professional Standards.

The problem of designing a practice based on a competence-based approach as part of the OPOP in accordance with the requirements of the Federal State Educational Standard in recent years has been the subject of close attention of researchers and arouses interest in the study of domestic and foreign experience.

The analysis of the scientific literature on the problem of designing the practice program and its implementation in the professional environment showed that in pedagogical education until the 80-90s, the practice of general scientific subject training in specialization, involving the mastery of teaching methods by graduates, prevailed in domestic and a number of foreign (USA, Germany, Sweden, etc.) universities. In modern conditions of the implementation of the competence model of higher education, it is important to preserve the positive experience of organizing university practice. Moreover, the traditional approach to the goals of education, which also provides for the processes of education, upbringing and development, has far from exhausted itself. In particular, foreign and domestic researchers agree on the further development of continuous practice as part of the professional and educational process.

Continuous practice makes it possible to combine various types of students' activities in different organizations in the course of mastering the content of the OPOP in accordance with the competencies formed during the entire period of study at the university. K.E. Ziskin's research notes that the development of the idea of continuous practice is well developed in the English-language teacher training system [1]. As the researcher shows, pedagogical education in the USA and England is given only through the higher education system. The implementation of practice in these states has similarities with its traditional organization in domestic universities. Continuous practice includes all types of step-by-step practical training known in Russian higher education, starting with introductory and ending with pre-graduate. The content of the practice is also made up of the types of activities of trainees known to us, including lessons attended, classes with schoolchildren in the process of extracurricular educational work,

assistance to school teachers in preparing classes. It is also common to conduct such activities as analyzing the results of practice and compiling a report, discussing pedagogical situations that have taken place in practice. One of the features of practice in foreign countries is to consider it as part of the individual disciplines (modules) studied in the first year. In the curricula of domestic universities, back in the 90s, there was a gap between the disciplines studied and the period of students' entry into practice, which made it difficult to implement the principle of linking theory with practice.

In recent years, significant changes in the context of the Bologna Agreements in Russian science and teacher education have necessitated the updating of practical training programs and overcoming the lack of practical training of future graduates.

The fundamental document for the design in the structure of the bachelor's degree program of the «Practice» block from the standpoint of the competence approach is the Federal State Educational Standard of Higher Education. The standard defines only the volume characteristics of the program blocks and the ratio of the basic and variable parts in them. The practice is fully defined in the variable part of the program, which varies depending on the levels of higher education. The results of the comparative analysis of the Federal State Educational Standard of Higher Education on the example of pedagogical education are presented in Table 1. As follows from the table, the volume of practice in the structure of the educational program in connection with its assignment to the variable part increases depending on the level of higher education.

When developing an internship program as part of an OPOP based on the Federal State Educational Standard, it becomes advisable to take into account the qualification requirements of Professional Standards. It is important to note here that the definition of the content of the practice program, taking into account the orientation (profile) of the OPOP, should come from the learning outcomes defined in the standard. The importance of educational outcomes in-

creases as the Bologna principles of quality assurance of higher education are implemented. Learning outcomes are a key factor in ensuring the compatibility and comparability of the educational systems of the participating countries of the Bologna Process. Based on this, in the pedagogical practice of higher education, there is a need for the predominance of student-centered learning. At the same time, it should be noted that it is not yet necessary to talk about the development of a pan-European consensus on competencies not only at the bachelor's, but also at the master's levels. The content of the practice should ensure the formation of all planned competencies, when determining which, taking into account Professional Standards, it is advisable to specify professional tasks and labor functions solved by interns. It is in practice that bachelors get into a professional environment that most optimally contributes to the multifaceted manifestation of the competencies being formed. Here they are provided with favorable conditions for performing tasks that require the integrated application of cognitive actions mastered during the acquisition of disciplinary knowledge. The professional environment that interns enter stimulates their personal needs for self-development and self-improvement, which is especially significant in the changing conditions of the development of Russian society. To a greater extent, this is facilitated by universal competencies of self-organization and self-education (in a generalized formulation), the mastery of which is defined in the Federal State Educational Standard as mandatory, regardless of the level and specific direction of training. It should be emphasized that the reflection of their own results of achievements by bachelor trainees upon completion of the internship, stimulates them to further personal advancement in professional activity and building their career.

Thus, the inclusion of bachelors in the professional environment during the internship period makes it possible in the best way to ensure the achievement of educational results, the practical application of which contributes to the successful implementation of future professional activities.

**LITERATURE**

1. *Ziskin K.E.* The current state of teacher training in the UK // *Teacher*. № 5. – 1999.
2. *Shekhirzova A.M., Pshizova A.R.* Competence model of a university graduate in the context of modernization of the Russian higher education system // *Paradigmata poznání*. – No.4. – 2015. – pp. 154-160.
3. *Kerridge I., Love M. Student B.* A practical approach to assessing competence. – 1997. – Vol. 5. – pp. 189-191.