

Competencies as the equivalents of the individual's professional development

Z.B. Urusova^{1*}, L.Yu. Kozlova², and B.D. Elkanova³

¹ Karachay-Cherkess State University, Karachay-Cherkessia, Russia

² Karachay-Cherkess State University, Karachay-Cherkessia, Russia

³ Karachay-Cherkess State University, Karachay-Cherkessia, Russia

Abstract. This article we attempt to identify the most effective ways and methods of forming both special and universal professional competencies in the formation of a successful and professionally trained teacher-wordsmith in the conditions of a polylingual society. Since such training is impossible without taking into account interdisciplinary connections, the disciplines that work on the result of the formation of competencies are identified. Such competencies contribute to the implementation of the tasks set and the achievement of the final goal. First of all, these are issues of speech culture, which today are assessed as problems that require urgent study, since they are directly related to improving the quality and effectiveness of pedagogical activity, which is especially important in a multicultural and multilingual region.

1 A problem statement

It is necessary to adapt all participants of the educational process to the new conditions of its implementation in modern conditions of modernization of higher education and integration of information technologies. An important area of professional training in higher education is the training of a qualified specialist of the appropriate level and profile, who is competent, able to work effectively, constantly improve his/her professional skills.

This set of changes is outlined in the Federal State Educational Standard for Higher Education and uniform requirements for the implementation of educational activities in bachelor's degree programs are defined. Taking into account these requirements, a number of problems related primarily to educational activities are updated. Pedagogical and methodological sciences surely have developed a huge number of effective and proven tools to improve the quality of training of specialists, but, in our opinion, it is necessary to introduce technologies into the learning process that can not only improve the quality of educational services and the quality of professional training of future specialists, but also significantly increase the motivation of students to acquire and master key competencies. Thus, a number of problematic issues related to providing the system of higher professional education with modern pedagogical, informational and communicational, educational, digital technologies are being formed.

* Corresponding author: prof-ped.gpa@mail.ru

For the future teacher, it is important not only to master the educational teaching materials and methods of teaching the discipline, but also to speak fluently in Russian as the most important way of teaching and educating the young generation in a multicultural space. Therefore, the formation of communicative competence as an important personality trait capable of successful actions in both typical and non-standard pedagogical situations, which is facilitated by the possession of information on a wide range of issues of speech culture, becomes a priority task of the teaching process in a language university.

1.1 The objective of the work

The objective of this work is to consider competencies as new forms of evaluating learning outcomes, as a set of professional characteristics of students who are able and ready for independent, responsible, and effective performance of their teaching activities.

The problem, which is shown above, is reflected in the works of many outstanding Russian and foreign teachers and methodologists, but in the light of new requirements for the process of training specialists in the higher education system, many problems acquire a new sounding, which opens up great opportunities for building their own, mostly innovative research based on the best achievements of traditional science.

The study of the problem identified in this article is carried out in the context of the theoretical provisions presented in the works of A.I. Arnoldov [1], N.S. Zlobin [2], I.A. Zimnaya [3]; on the theory of speech activity (L.S. Vygotsky [4], A.N. Ksenofontov [5]); on the issues of speech culture (V.A. Artemov [6], A.N. Vasilyev [7], B.N. Golovin [8], V.G. Kostomarov [9]). The same problem is the subject of analysis in special works of foreign researchers J. Winterton [10], M. Alosaimi [11], B.A. Yutrenka [12]. They made it possible to supplement the basic component of the study with the necessary theoretical and practical data, theses and conceptual defining elements, which makes it possible not only to identify the range of problems that need to be considered, but also to update their solution.

The Federal State Educational Standard for Higher Education defines uniform requirements for the implementation of educational activities in bachelor's degree programs. Taking into account these requirements, competencies are designated as a new paradigm for evaluating the results of education in accordance with new goals and objectives.

The adaptation of all participants of the educational process to the new conditions of its implementation is necessary in modern conditions of modernization of higher education and integration of information technologies. An important area of professional training in higher education is the training of a qualified specialist of the appropriate level and profile, the competent one, who is able to work effectively and constantly improve his/her professional skills.

2 Results of the research

In the federal law "On Education in the Russian Federation", the concept of "competence" is defined as the ability to act on the basis of existing knowledge, skills and abilities in solving many tasks in many types of activities. In this sense, competence is the equivalent of the concepts of "success" and "professional development".

Many researchers are unanimous in the interpretation of the term "competence", defining it as the basic characteristics of the personality of the student who is able to carry out his education. Competencies reflect primarily the spiritual world of the individual, and they are manifested in all spheres of life.

The multidimensional nature of the concept of "competence" as a predictable result of the educational process allows us to speak about the formation of competencies as a

systematic work, which is not limited to the implementation of individual activities. In this perspective, teachers focus on the formation of the students' abilities and readiness to act, solve the designated tasks, problems, and make competent decisions, i.e. the emphasis is shifted to the professional development of the student's personality. Each competence is formed not by a separate discipline, module or practice, but by their totality, as well as by the educational process as a whole.

Requirements for the results of mastering a professional educational program include general (universal) and professional competencies.

Universal competencies are understood as the ability of students to determine the relationship between knowledge and reality, to choose certain areas of work and to perform an algorithm of actions for their implementation in the educational process.

Universal competencies act as quantitative and qualitative equivalents of the professional development of the students' personality with a focus on modern requirements for the quality of graduate training. The formation of universal competencies occurs in the process of both academic and extracurricular activities in the study of professional disciplines, modules and sections. The priority direction in this regard is the way of activity for the organization of an effective educational process.

It should be remembered that universal competencies are based on personal and metasubject learning outcomes at the university, the level of which is completely different for students. Therefore, the selection of methods for the formation of universal competencies largely depends on the priority functions performed by each of the competencies at a certain stage of training.

In addition, in accordance with the main educational program in the 44.03.05 field of training (Teacher education, the profile is Russian; foreign language (English)) and the Federal State Educational Standard, professional competencies are also formed, which are interpreted as the ability of the individual trainees to perform the main types of professional activities and professional tasks.

Professional competencies are the complex formation, the contamination of general professional and special (applied) competencies.

The pedagogical literature has not developed a single point of view on the classification of key competencies.

According to many scientists, a high level of knowledge of the subject and knowledge of its teaching methods cannot fully ensure a high level of professional readiness (competence) of the student.

Professional competence involves deep knowledge of the business, fluency in the content of professional work, as well as awareness of its compliance with the level of their capabilities.

Therefore, the components of professional competence should be considered training, success, good manners, adequate self-esteem. The professional competence of a teacher is nothing more than the possession of professional competencies in combination with an individual style of pedagogical activity. In this regard, there is a shift in emphasis on learning outcomes, the issue of active participation of students in the planning and regulation of their own learning, increasing interest and responsibility for the results of their own learning.

Scientists also focus on the relationship between competence and professional development, meaning the ability to succeed, the willingness to independently, responsibly, effectively perform professional tasks, the ability to solve problems that arise in real life situations.

In the process of forming the competencies specified in the state educational standard. A significant role in this process is given to mastering the basics of speech culture.

Currently, the problem of mastering the speech culture and the culture of communication is particularly relevant and determines the potential of the education system, the measure of its impact on the development of the student's personality. Given the fact that students begin their studies at the university with a certain level of speech culture, there is a need to develop it in certain conditions, in particular, during the professional development of the student as a person.

In the center of the study of speech culture, various aspects and products of speech activity are considered, and the result of it becomes a speech personality. Therefore, the studied language phenomenon is analyzed not only in the system, but also in the context correlated with the native speaker or language personality.

Language education plays an important role in the formation of a student's language personality in a modern university, where the most significant aspects of the personal speech culture are the personal aspects that determine the student's readiness for professional activity.

Z.B. Urusova, L.Yu. Kozlova note that "... a major role in the formation of the language personality of a student in a modern university is played by language education, in which the most significant are the personal aspects of speech culture that determine the student's readiness for professional activity" [13].

Moreover this is more relevant in line with the emerging trend towards a decline in speech culture.

There is an opinion that the decline in the level of speech culture is so obvious and large-scale that there is a need to revive continuous language training at all levels of education (from primary to higher).

To study the state of the problem of the development of speech culture in the practice of the Karachay-Cherkess State University, various research methods were used, for example, the questionnaire method. This method contributed to the accumulation of material, determined the state of the students' learning activities. They also practiced interviewing and producing their own statements on the topic "Speech culture of young people».

First of all, the students were asked to determine the meaning of the concept of "speech culture". Their responses as a percentage are shown in figure 1.

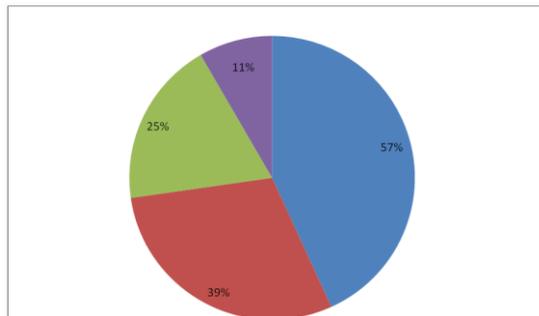


Fig. 1. The definition of the concept of "speech culture".

1. The ability to communicate your thoughts to others – 57%.
2. The ability to speak correctly and competently – 39%.
3. The level of speech development of an educated person – 25%
4. I find it difficult to answer – 11%.

The significance of the problem of speech culture formation is also determined by the special attention paid by modern pedagogical science to the problems of speech influence as an active means of personality formation. Today, the issues of speech culture are

evaluated as problems that require urgent study, since they are directly related to improving the quality and effectiveness of pedagogical activity.

Some students reduce the concept of "speech culture" to the concept of "culture of speaking", which is 39 percent of the respondents. The majority of students consider the concepts of "speech culture" and "communication culture" to be identical – 61 percent.

The identification of these concepts by students is not legitimate, since the concept of "culture of speaking" is a linguistic designation, primarily due to normativity, correctness, accuracy, and compliance with language requirements. While the concept of "speech culture" is associated with the ability of a language personality to choose and correctly use language means in the process of communication or creating their own statements.

It is gratifying that students strive to improve their speech culture, which has an impact on professional activity and, of course, professional growth.

Many students see the improvement of their speech culture in turning to classical literature as a model of normativity, accuracy, expressiveness of speech, as well as in replenishing their vocabulary.

To create an algorithm for successful work in the indicated key, it became necessary to identify the reasons for the low speech culture of the trainees.

The following reasons are identified as the low speech culture, which directly affect the process training:

1. Lack of vocabulary – 35%.
2. Inability to express one's thoughts clearly – 26%.
3. Lack of own opinion – 15%.
4. Weak logical thinking skills – 14.
5. Incorrect pronunciation – 10%.

All this proves the need for purposeful work on the formation and improvement of the speech culture of students. In this regard, the system of exercises for the development of spelling and punctuation literacy of students is developed and used in the Institute of Philology, in the Department of Russian Language. Also, various methods and teaching techniques based on the system of educational tasks are used. They have more productive characteristics (debates, dialogues, role-playing games, creative experiments, etc.).

In particular, much attention is paid to the development of active learning. Such training allows you to interest, motivate the student, change his passive position in the study of educational information to an active participant in the educational process. This problem is discussed in many works and in the article by L.Yu. Kozlova and Z.B. Urusova "Development of students' speech culture in a multicultural space". According to the authors of the article, "... in the development of the speech culture of a verbal teacher, the most important thing is the mastery of certain speech skills that ensure high-quality communication, among which the skills not only to adequately perceive oral and written statements (speech works), but also to create their own ones" [13].

Therefore, the active participation of students in planning and regulating their own learning path, increasing interest and responsibility for learning outcomes is a direct consequence of the shift in emphasis on the development of competencies as learning outcomes, and therefore as criteria for a successful career of a future specialist.

For the future teacher it is important not only to master the educational teaching materials and methods of teaching the discipline, but also to speak fluently in Russian as the most important way of teaching and educating the young generation in a multicultural space, to possess the latest information technologies.

According to the fair remark of Elkanova B. D., professional training of a specialist is not possible without the formed linguistic infocommunication competence, which is especially important in the age of information technologies [14].

Therefore, the formation of communicative competence as an important personality trait capable of successful actions in both typical and non-standard pedagogical situations, which is facilitated by the possession of information on a wide range of issues of speech culture, becomes a priority task in the process of teaching at a language university.

3 Conclusions

The results obtained in the course of the study allowed us to draw a number of conclusions concerning the formation of competencies, and as a component of this process, increasing the level of speech culture as an important tool for motivating and improving the quality of education for university students. First, at present, the problem of mastering the speech culture and the culture of communication is particularly relevant and determines the potential of the education system, the measure of its impact on the development of the student's personality.

Secondly, language education plays an important role in the formation of a student's language personality in a modern university, where the most significant aspects of the personal speech culture are the personal aspects that determine the student's readiness for professional activity.

Third, the active participation of students in the planning and regulation of their own learning path, in increasing interest and responsibility for learning outcomes is a direct consequence of the shift in emphasis on the development of competencies as learning outcomes, and therefore as criteria for a successful career of a future specialist.

Based on these basic provisions, we believe that all this proves once again the need for purposeful work on the formation and improvement of the speech culture of students. In this regard, the Institute of Philology at the Department of Russian Language has developed and applied a system of exercises for the development of spelling and punctuation literacy of students, as well as various teaching methods and techniques based on a system of educational tasks, more productive in nature (debates, dialogues, role-playing games, creative experiments, etc.), which, in interaction with other traditional and innovative educational technologies, intensifies the process of modernization of the system of higher professional education, contributes to improving the overall quality of professional training of students

References

1. A.I. Arnoldov, *Civilization of the coming century. Culturological Reflections*, 328 (Moscow: Grail, 1997)
2. N.S. Zlobin, *Social goals of Science. Theory and Practice*, 220 (Prague, 1990)
3. I.A. Zimnaya, *Key competencies – a new paradigm of the result of education*, Higher education Today, **5**, 34-44 (2003)
4. L.S. Vygotsky, *Pedagogical Psychology (Chapter XV. Abnormal behavior)*, *Problems of Defectology*, 71-81 (Moscow: Prosveshchenie, 1995)
5. A.N. Ksenofontova, *Pedagogical theory of speech activity*, 270 (Moscow, 2014)
6. V.A. Artemov, *Culture of Speech*, 79 (Moscow: Znanie, 1966)
7. A.N. Vasilyeva, *The basics of culture of speech*, 247 (Moscow: Rus. yaz., 1990)
8. B.N. Golovin, *The basics of culture of speech*, 319 (Moscow, 1988)
9. V.G. Kostomarov, *Speech culture and style*, 71 (Moscow, 1960)

10. J. Winterton, F. Delamare, L. Deist, E. Stringfellow, *Typology of knowledge, skills and competences: clarification of the concept and prototype*, 131 (Luxembourg: Office for Official Publications of the European Communities, 2006)
11. M. Alosaimi, *The role of knowledge management approaches for enhancing and supporting education*, 397 (Paris, 2016)
12. V.A. Yutrenka, *Making a case for training in ethnic and cultural diversity in increasing treatment efficacy*, *Journal of Consulting and Clinical Psychology*, **63**, 197-206 (1995)
13. L.Yu. Kozlova, Z.B. Urusova, *Development of students ' speech culture in the multicultural space*, *Problems of modern pedagogical education*, **55**, 79-86 (2017)
14. B.D. Elkanova, *Formation of linguistic infocommunication competence of a foreign language teacher (based on the thesaurus approach)*, 22 (autoref., Rostov-on-Don, 2004)