

Artículo de investigación

Cultural approach to the formation of professional competences of the specialist in the realities of modern education**КУЛЬТУРОЛОГИЧЕСКИЙ ПОДХОД К ФОРМИРОВАНИЮ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ СПЕЦИАЛИСТА В РЕАЛИЯХ СОВРЕМЕННОГО ОБРАЗОВАНИЯ**

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The problem of a cultural approach realization to the specialist professional competences formation in the realities of the modern education is discussed in the article. The present realities which are characterized by the request of the society for a "new type specialist" give new requirements for education. Modern education can be supposed effective only when it, by forming the professional competences which are necessary for human life, will be comprehended from a cultural point of view as a person's entry into culture. The article reveals the key competences which are necessary for any specialist in the present day realities, thanks to which his socialization and self-realization processes will proceed successfully. The historical background and universal conceptual ideas of the culturological approach realization to the specialist professional competences formation in the realities of the modern education

Аннотация

В статье рассматривается проблема реализации культурологического подхода к формированию профессиональных компетенций специалиста в реалиях современного образования. Реалии сегодняшнего дня, характеризующиеся запросом общества на специалиста «нового типа», выдвигают и новые требования к образованию. Современное образование только тогда можно считать эффективным, когда оно, формируя необходимые для жизнедеятельности человека профессиональные компетенции, будет осмыслено с культурологической точки зрения как вхождение человека в культуру. В статье охарактеризованы ключевые компетенции, необходимые любому специалисту в реалиях сегодняшней действительности, благодаря которым будут успешно протекать процессы его

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without paying attention to the direction and profile of the specialist training are discovered in the article. The aim of the research is to characterize the essential ideas and opportunities for the cultural approach realization to the specialist professional competences formation in the realities of the modern education. Our research methodology was based on the application of the theoretical and practical methods complex, including such methods as the special cultural, philosophical, psychological, pedagogical and scientific-methodical literature extensive study on the stated problem, as well as educational and methodical documentation study of educational organizations based on analysis, synthesis, theoretical modeling; professional students development observation and analysis (with the help of questionnaires and tests made by the authors of this article). As the research result we made a conclusion that the specialist professional formation in the realities of the modern education goes simultaneously with the process of his humanitarian and personal development. Personal qualities (attitudes, motives, intelligence, emotional and volitional sphere of a person) determine the quality of his professional competences formation. The educational organization task is to create the favourable conditions for the student "entry" into the culture, it means to form a creative, culturologically filled educational environment for making an inimitable and unique professional and personal development of the modern specialist pathway in each case as the Culture Creator.

Keywords: Cultural approach, competence, specialist, education.

социализации и самореализации. Раскрыты исторические предпосылки и универсальные концептуальные идеи реализации культурологического подхода к формированию профессиональных компетенций специалиста в реалиях современного образования, вне зависимости от направления и профиля его подготовки. Целью исследования является характеристика основополагающих идей и возможностей реализации культурологического подхода к формированию профессиональных компетенций специалиста в реалиях современного образования. Методология нашего исследования основывалась на применении комплекса теоретических и практических методов, среди которых: широкое изучение специальной культурологической, философской, психолого-педагогической и научно-методической литературы по заявленной проблеме, а также учебно-методической документации образовательных организаций на основе анализа, синтеза, теоретического моделирования; наблюдение и анализ профессионального становления студентов (при помощи разработанных авторами данной статьи анкет и тестов). В результате исследования нами был сделан вывод о том, что профессиональное становление специалиста в реалиях современного образования протекает одновременно с процессом его гуманитарно-личностного развития. Личностные качества (отношения, мотивы, интеллект, эмоционально-волевая сфера человека) обуславливают качество формирования его профессиональных компетенций. Задача образовательной организации – создать благоприятные условия для «вхождения» обучающегося в культуру, т.е. создать творческую, культурологически наполненную образовательную среду для выстраивания неповторимой и уникальной в каждом конкретном случае траектории профессионально-личностного развития современного специалиста как творца Культуры.

Ключевые слова: культурологический подход, компетенция, специалист, образование.

Introduction

With the new Millennium beginning, the branch integration processes inside the humanitarian

scientific sphere, which cannot but concern the culture and education relations, including

professional education is becoming more obvious. It is clear that a person is made by the cultural environment in its broadest sense (language and behavior reactions, ideas and ideals, traditions and technologies, etc.). The modern education is interpreted as the person entry into culture through everything what is the mankind evolution result and surrounds us directly or indirectly through books, television, and a variety of information flows. First of all, the educated person is characterized by the adequacy of the cultural environment surrounding, that means to understand it and to exist in it in active harmony. Thus, the main modern education aim is “cultivation”, that means to give the culture of society to the younger generation. Strictly speaking, this aim was the education one at all stages of human development. At present realities, however, it must be reconsidered.

Firstly, a distinctive feature of the modern society is the demand for permanent education of all its members. Only the permanent education, “lifelong education” gives the individual the opportunity to realize all his or her potential fully, to be in demand and competitive.

Secondly, the modern society is changing so quickly, making new demands for any professional profile that it is vitally important for a person to be versatile constantly enriching the acquired professional competences range.

Thirdly, the number of different Sciences, specialties and specializations is multiplying at a great speed and such situation requires new approaches to specialist professional training.

Fourthly, at present almost every qualified specialist must be retrained several times during his life to master a new work technology.

That is why the main task of the modern education is to give not only knowledge and skills, but the ability to learn, work with knowledge. However, this is not enough today. It is important to teach the younger generation not only to describe reality, but also to change it competently, not only to apply the previously acquired knowledge successfully, but also to have new ones, that means to work “on the knowledge border”, and it requires new special skills of abstraction from traditional ideas, the new models creation, of which there are no direct analogues in the previously mastered culture. In fact, we need a culture of culture change.

Hence, let us make the conclusion that the present realities suggest the need for each person involving into the culture change. This difficult problem can be solved only with the help of culture and education deep integration.

This fact point out the problems of cultural type education, in which the priority is given to the knowledge, concepts, subjects of education “integration mechanism” and pedagogical science. At the same time, “the educational ideology of the Enlightenment continues to hypnotize modern society, and the humanity believes that knowledge and skills are the basis for creating a better society and a better way of life. But education is always connected with a certain social and cultural environment, its problems make a complex interaction with other, no less important problems and society has to solve them.” (Olesina, 2009, p. 94). Meanwhile it should be taken into account that the present day realities actualize the approach to education through the competences formation. Practically in all legislative documents the necessity of the key competences formation by educational institution of any level and any professional orientation is determined. Thus, first of all, the competences are realized as the society order for a definite preparation of its citizens; it means the competences mainly are defined by the society coordinated position in a certain country or region. Competence-based education (CBE) was formed in the 70s in America. Its origin is usually correlated with the famous American linguist N. Chomsky research (1965, University of Massachusetts), who formulated the concept of competence regarding the language theory, transformational grammar (Chomsky, 1965).

The Russian competence approach to the professional education interpretation highlights the qualities of the individual connected with the formation of its general culture, self-development, self-education and self-determination. Thus, Russian scientists distinguish the most important competences:

- valuable and semantic competences related to the ability formation to see and understand the world, to navigate in it, to realize one’s role and purpose, to be able to choose the target and semantic settings for the actions and deeds, to make decisions;
- general and cultural competences, that is knowledge and practical activity in the universal and national culture field according to the spiritual and moral foundations of human life and

- humanity, individual peoples; study and realization of family, social phenomena and traditions cultural foundations; skills in household, cultural and leisure spheres (for example, the possession of free time organizing effective ways);
- educational and cognitive competences as a set of student skills in the independent cognitive activity field, including elements of logical, methodological, general educational activities (methods of aim-setting, planning, analysis, reflection, self esteem; creativity organization);
 - informational competences, that is activity skills in relation to the information in educational subjects and educational fields, as well as in the surrounding world; the knowledge of modern media and information technologies;
 - communicative competences, that is the languages knowledge, the interaction ways with surrounding and remote events and people; the skills of work in group, team; various social roles possession;
 - social and labour competences, which assist to perform the role of a citizen, observer, voter, representative, consumer, buyer, client, producer, family member;
 - personal self-improving competences, oriented the development of physical, spiritual and intellectual self-development, emotional self-regulation and self-support methods.

It is absolutely clear that “the spiritual and moral components priority over narrow professional ones allows us to speak about a comprehensive approach to the cultural personality formation, and in general – the cultural fund of the country” (Olesina, 2009, p. 95). This is possible only by applying a cultural approach to the formation of professional competencies in the educational process.

Theoretical framework

The problem of the specialist competences formation in education was examined by many Russian and foreign scientists, however, the literature analysis on this question, especially in the historical context, shows the complexity, multidimensionality and ambiguity of the concepts “competence”, “competency” interpretation and based on their approach to the education process and its results. Regarding to

the education in Russian science nowadays there are two directions according the consideration of the correlation between the concepts of “competence” and “competency”, they synonymize these terms and differentiate them. The representatives of the first directions (V. A. Bolotov (Bolotov, 2010), V. V. Serikov (1999), etc.) tend to identify these concepts, pointing out the practical orientation of competencies and competences. Those who support the second direction (A.V. Khutorskoy (2002), S. E. Shishov (1999) and others) fundamentally distinguish them, considering the competency as the primary category.

At the Europe Council Symposium on the theme “Key competences for Europe” in 1996, an approximate list of key competences was defined, it was very important for Russian professional education, oriented the international quality standards:

- to study, it means to be able to get the benefit from the experience, to carry out interrelation of the knowledge and to arrange it, to find the own teaching techniques, to solve the problems, to be engaged in self-training;
- to search, that is to make query for various databases, to poll the society, to consult with experts, to be able to work with documents and classify them;
- to think, it means to compare past and present events, to be critical of this or that knowledge, to take the own position in discussions and to defend the opinion, to be able to estimate art works;
- to cooperate, that is to be able to work in a group, to make decisions, to settle disagreements and conflicts, to negotiate, to develop and fulfill contracts;
- to get down to business, it means to be involved in the project, to be responsible, to be a part of a group or a team and to contribute, to prove solidarity, to be able to organize one’s work, to use computing and modeling devices;
- to adapt, that is to be able to use modern informational and communicational technologies, to prove flexibility in front of rapid changes, to show firmness for difficulties, to be able to find new solutions.

This “set” of competences is oriented the knowledge and skills which are necessary for the

XXI century person in his work. It goes without saying, the formation of these competences complex for specialists of all directions and profiles should be carried out in the modern education process.

At the same time, as it was said above, the problem of the cultural approach realization in general and professional education is very actual now because the each person professional qualities formation is directly connected with its creative possibilities development, the creation of real conditions for intellectual, strong-willed and moral potential enrichment, the ambition stimulation to realize itself, to expand the borders of self-development and self-realization.

It is impossible not to agree with E. P. Olesina, who thinks that “the cultural approach is a demonstration of some new space where the culture is the subject of discussion, and its study involves the analysis not only of some particular cultural phenomena forms and aspects but the analysis of everything” (Olesina, 2009, p.96). One of these most important aspects is art. L. P. Pechko justly points out that “art for all times remains the most productive and prospective pedagogical factor in the spiritual, highly cultural personality development, notwithstanding any narrow frameworks to be put in the education processes. Only the art with the all human accents, meanings is able to form a culture of feelings, sensual and rational world knowledge, allowing to penetrate into the essence of phenomena and objects, to understand the nature and human aspirations in work, knowledge, communication, creativity” (Pechko, 2004, p. 92).

We agree with the evidence that the component of the modern professional education in the cultural approach context to the specialist training should be the art imagery, revealing the human thinking imagery and close to the imaginative meanings in the culture field. Exactly this component allows the developing personality to absorb the cultural traditions of its people and humanity of all ages. This is facilitated by the inclusion in professional educational programs in various specialties of disciplines related to the study of art and creative activity.

However, it is necessary to remember that culture is formed, developed and mastered according to special laws for professional education to have a really cultural meaning. According to V. S. Bibler, culture is the communication of individuals as persons (Bibler, 1975). Therefore,

the education cultural aspects should be oriented the bringing up personal and semantic level of communication as the only suitable for culture logic, the way of person development and the formation of its value system. O. P. Khabibulina thinks that “to discover the world from the position of Beauty and Harmony, to set the relations with the world, without sacrificing the principles of Kindness and Goodness, to realize oneself as a Creative and Seeketh person in this world, is possible only on the basis of the values developed by mankind assimilation” (Khabibulina, 2007, pp. 117-129). The main modern education aim at the present stage of the education development is to form the modern specialist value world as a person of Culture together with the life necessary professional and creative activities and just creative competences. The present specialist is caused not only to study and realize existing technologies in the modern society various spheres, but also to create new technologies oriented not the mechanical receiving of knowledge, but on the reflexivity development, emotional implantation, the personal-significant understanding, motivation and value attitude to culture, to the profession, the surrounding reality, other people, himself.

The specialist organic personal and professional development unity is the ideal aim of the modern education. This unity is only possible when a number of contradictions are solved in the process of “plunging” into the profession (vocational training, involving into professional activity). First of all, it is a contradiction, arising in the individual consciousness between the professional personality standard in a particular area and the image of his already existing inner “I”. It is in the process of this contradiction solving, the general cultural specialist competence is formed, and having a complex and multilevel structure, it consists of two main components – humanitarian and professional ones.

The humanitarian competence formation lies in the basis for the personality culture formation and it begins at an early pre-school age and continues all the life. The quintessence of the specialist's personality as a Person and as a Professional lies only in humanitarian competence. On the basis of existing approaches to the definition of individual humanitarian competence, it can be concluded that humanitarian competence is a system of cultural knowledge, skills, individual relations to the different sides of reality and its value settings. According the personality relations to the objective world, to art, to people, to nature, to

himself, based on the value settings, we distinguish the epistemological, valuable, behavioral, praxiological components, each of them stems from the other and is in dialectical interrelation and interdependence with all the others.

Hence, it is an undoubted fact that at the basis of the person professional competences formation process, his personality humanitarian component lies, because the modern specialist is the person of Culture. Without constant internal enrichment of the humanitarian component, it is impossible to find the meaning of one's professional activity. The Russian philosopher M. M. Bakhtin wrote about it: "the act of our activity, our experience, like a two-faced Janus, looks in different directions: in the objective unity of the cultural area and in the uniqueness of the life experienced, but there is no single plan where both faces mutually define themselves in the relation to one and the only unity. The single event of the active being can only be this single unity; everything theoretical and aesthetic must be defined as its moment, of course, no longer in theoretical and aesthetic terms. The act must have a single plan in order to reflect in both directions: in its sense and in its being, to have a bilateral responsibility unity for its content (special responsibility) and for its being (moral responsibility), and the special responsibility must be a part of the single and moral responsibility. Only in this way bad separateness and non-interpenetration of culture and life could be overcome" (Bakhtin, 1986). Exactly the strategy for the professional competences formation in the modern education realities should be built in the orientation to this responsibility.

The professional component of the modern specialist competence is, according to our conclusions, the personality unity of worldview, behavioral, reflective and cognitive aspects. The ideological side of the professional component is revealed in the person value attitude to his profession, to the chosen business; behavioral side is in his desire to be active in the profession. Reflexive side is the ability to make reflection, introspection in motivation unity for the professional and general cultural self-development, self-improvement. The cognitive side of the modern specialist competence professional component is a complex of conscious knowledge in professional and general cultural contexts.

The humanitarian and professional unity aspects, in the structure of modern specialist competency,

is determined by his personal and professional development unity in the education process. The latter is possible only if the chosen profession does not contradict the personal characteristics, and the person professional development in the education process corresponds to its basic value concepts. It is very important to create an environment in every educational institution to contribute to the harmonious specialist development as a person and as a professional. On the other hand, the psychological, pedagogical, philosophical literature study and the acquired practical experience of this article authors give the basis to assert that the modern professional education orientation to the cultural approach realization allows achieving more "depth" of students in the profession, motivation for creative realization in it.

The specialist professional competences development in the modern education realities from the cultural approach position is a long, complex and multidimensional process. We mean by it the purposeful progressive person change under the influence of the educational organization and personal activity aimed at self-improvement and self-realization in the field of culture as an integral part of the humanitarian side of the professional competence of a modern person (regardless of the scope of his activity). The basis of Culture is art, creative activity.

According to psychological research, the person formation central problem is the disclosure of transition from the lowest level of development to the highest patterns (Zeer, 2006). E. F. Zeer thinks that "the transition from one level to another is carried out on the basis of the development dialectical principle: in the process of evolutionary development, contradictions are arising and collecting, they lead to a jump, to the transition to a new, higher level. The qualitative difference in the development levels is due to a special combination of internal development processes and external conditions, which are typical for this period. The formation supposes a direction that can change, and a continuity that can be interrupted, it can be stopped in development, and it can be destroyed in some cases" (Zeer, 2006). Thus, it is obvious that the process of professional formation for each person proceeds along an individual trajectory and is not always unambiguous.

It is especially important for our study that the personality is social by nature; therefore, the sources of its mental properties development and, in particular, the formation of professional competencies, are in the social environment.

The social environment is the person civic, material and spiritual conditions surroundings of the person existence. The most important part of the environment is the educational environment – “the system of influences and conditions for the personality formation according to a given pattern, as well as opportunities for its development contained in the social and spatial and objective environment” (Yasvin, 2001, p. 14). The educational environment forms the mental person characteristics and it is not only a condition for the realization of something initially given, genetically predetermined. It is important to say about the decisive role that is played by training and education as a conscious, purposeful process of interaction between the older generation and the younger one in order to form personal qualities meeting the society demands. At the same time the person is active, busy and it is not only a passive object of environment influence. Thus “living conditions, external influences determine the personality formation indirectly, but through the human interaction with the environment process, through these environment activities. And it is more correct to speak not about the environment impact, but about the process of active human interaction with the environment (Zeer, 2006, p. 82).

Thus, the need to form in each educational institution, regardless of its profile, the culturologically filled, modern and equipped educational environment becomes clear. Numerous theoretical and experimental studies show that the application of a culturological approach to the formation of a specialist of almost any profile increases the effectiveness of the formation of his professional competencies. For this, it is necessary to comply with a number of requirements for the cultural filling of the educational environment. Ecessary:

- identify and realize the cultural, aesthetic and educational potential of the disciplines studied in the educational institution (primarily humanitarian);
- include in the training programs the disciplines related to the study of art as the “core” of culture (including the art and culture of its people, its region);
- increase the number of teaching materials on the application of the culturological approach to the formation of professional competencies of students;
- to carry out focused work on the correlation of forms, methods and

technologies of updating the culturological approach to the formation of professional competencies of a modern specialist, as well as internal and external factors and conditions affecting this process.

All this is included in the program of culturological filling of the educational environment of educational organizations that we developed and tested.

Methodology

270 students of different training directions and profiles of Ulyanovsk State Pedagogical University, Ulyanovsk State University, Kuban State Technological University, Dagestan State Pedagogical University, Ulyanovsk State Agrarian University named after Stolypin, Military Educational and Scientific Center of Military Air Force (MAF) "Military Air Force Academy" ("MAFA"), Chuvash State Pedagogical University named after Yakovlev took part in our research.

The main idea was to develop a program for the culturological filling of the educational environment of educational organizations that train specialists for various spheres of society. For this, we, first of all, applied the theoretical methods: extensive study of special cultural, philosophical, psychological, pedagogical and scientific-methodical literature on the problem in discussion, as well as educational and methodical documentation of educational institutions on the analysis, synthesis, theoretical modeling basis.

Further, in all the universities mentioned above, we introduced the Program for Culturological Filling of the Educational Environment, which was based on the ideas presented in this article, after which we analyzed the results. For this, the following the empirical methods (questioning, testing, observation and analysis of students professional development (with the help of questionnaires and tests done by this article authors) were used in the experimental part of the research.

They made it possible to measure the levels of development of the worldview, behavioral, reflective and cognitive components of each student’s professional competence.

Results and discussion

The most vivid results of our study were evidenced by the answers of students to questions of a questionnaire developed by us, aimed at reflecting the impact of the application of the culturological approach on their professional development.

So, 74% (200 people) of the students surveyed noted an increase in motivation to receive a vocational education, linking this:

- in 23% of cases with an increase in the number of “interesting” disciplines (related to the creation or study of various aspects of Culture);
- in 33% of cases with an increase in the number of tasks of a cultural character in the study of professional disciplines;
- in 44% of cases - with an increase in the content of lectures in various disciplines due to the strengthening of the cultural component in them.

Further, 68.9% (186 students) noted the expansion of their horizons, which, in their opinion, had a positive impact on their professional development.

19% (52 people) expressed satisfaction with the opportunity to do those types of creative activities that they had long dreamed of doing (drawing, theatricalization, singing). These students answered in the affirmative to the question of whether these types of creative activities had a positive impact on the formation of their professional competencies.

Generally, the practical activities results in 5 years studying the effectiveness of the Program of culturological filling of the educational environment on the 7 higher educational institutions of the Russian Federation basis made us to conclude that:

- the modern specialist professional competences formation process consists of two main components – humanitarian and professional ones;
- the culturological approach to the specialist professional formation contributes to this process efficiency, activating the worldview development (in 75% of cases), behavioral (in 69% of cases), reflexive (in 82% of cases) and cognitive (in 79% of cases) components of his professional competence;

- in any educational institution it is necessary to create a cultural educational environment, the basis of which is the use of modern pedagogical technologies based on the study of the cultural traditions of their country and their region.

Conclusion

The professional competencies formation process of a modern specialist from the cultural approach position is due to external conditions and influences. They are mediated by his personal life experience, refracted through individual mental characteristics. The man, as an active being, can and must change himself consciously at the same time, it means he must engage in self-development, self-education. This process is also motivated by the educational environment, which is the basis, means and condition for the cultural approach realization to the specialist professional competences formation the in the modern education realities.

The practice shows that the specialist professional competences formation process in the modern education realities goes simultaneously with the humanitarian and personal development process (at the early stages of this development, internal, biological conditions act as its main conditions). It is known, the external, social factors influence increases with the personality formation. Herewith, the external causes act indirectly through the internal conditions. The professional development is mainly due to the external influences. However, this development cannot be directly derived from the external conditions and circumstances, because they are always refracted in the person life experience, in his individual mental characteristics, cast of mind. From this point of view, the external influence is mediated by the internal conditions, they include the originality of the personality's psyche, its socio-cultural (including humanitarian) and professional experience. The principal personal characteristics (relationships, motives, intelligence, emotional and volitional sphere) determine the professional competences formation. The processes of the specialist personal and professional development goes simultaneously, in close relationship with each other, however, often unequally. That is why each person in the process of “entering the culture” (which is the modern education) builds its own inimitable and unique way of professional and personal development. The educational organization task is to create the

favourable conditions for building such pathways.

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