

THE PORTRAIT OF THE FUTURE SPECIALIST IN THE CONTEXT OF MODERN HIGHER SCHOOL

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Abstract

The forthcoming changes in the field of higher education, which are connected with the introduction of the professional standards, form requirements on the theoretically substantiated system of the training of future specialists. Due to this fact, the personality of competitive graduate student plays the center stage. In the graduate student's professional structure practical skills will be more valuable than theoretical knowledge. However, the formation of the ability to put gained knowledge into practice is possible only relying on the basis, which was made earlier by competence building approach. In connection with it, we have made an attempt to study and to form the additional but necessary competences of the future specialist, using the newest IT-technologies. The experimentally-confirmed conclusions prove the necessity of paying attention to the ethical and gender constituent part of the future specialist's personality. This process becomes more topical due to the claims, which were set up by the Government of the Russian Federation to the institutes of higher education of our country and which are presented in the "Strategy 2020", and also due to the aspiration of the Russian institutions to satisfy the criteria of the Monitoring of rendering of educational services.

Taking the above-mentioned facts into account, we have worked out the criteria (value-meaningful, gnostical and activity-behavioral) and the levels (threshold, average, high), appraising the maturity of the separated competence, and also the main components (for gender: stereotypes, sexism, consciousness and self-consciousness, gender behavior; for ethic: mental and ethical reflection, moral (ethic) cognition and consciousness, ethic coordination of behavior).

The main means of achievement of the stated aim has been the author's interactive special course, which has been involved in the program of training of students. The empirical material, which had been collected for several years, and all the arrangements, based on this material, has allowed creating the "new" kind of a graduate student. Basing on the stable foundation of the formed competences, one can boldly develop practical skills, which are marked out by the Ministry of Labor in the professional standards. These professional standards, in turn, will become the base of the Federal State Educational Standards of higher education.

Keywords: competence, professional standards, future specialist.

1 INTRODUCTION

As it is known, the acceptance of the terms of the Bologna agreements has promoted the inclusion of Russia in the global educational system. The focus on the increase in the Russian student's mobility, the acceptance of the European standards ensures the united world environment and, at the same time, puts forward the special demands, which often differ from the traditional, to the Russian universities. However, now Russia again stands on the cusp of the global changes, which are connected with the educational system. The rhetorical questions "Whom should one teach?" and "How should one teach?" are very topical now. In the instruction, approved by the government of the Russian Federation in January 16 2015, about the list of the specialties and the fields of education of the higher education, which are corresponded to the priority guidelines of modernization and technological development of the Russian economy; one sets the vector of development of the education of our country. Basing on this instruction, at the present time, the Ministry of Labor and Social Protection of the Russian Federation is thinking over "The plan of the development of the professional standards", which will include the demands to professional qualification in detail. In turn, it again will make great changes in the educational system of Russia. Although we have already noticed that the personality of the competitive graduate student plays the central stage. Practical skills will be more valuable than theoretical knowledge in the graduate student's professional structure. However, the formation of the ability to put gained knowledge into practice is possible only relying on the basis, which was made earlier by the competence building approach. As the website of the Ministry of Education and Science of the Russian Federation states, each educational standard includes 3 types of demands: The demands to the structure of the main educational programs, including the demands to the correlation of the main educational program's parts to their scope and to the demands to the correlation of the main educational program's part to the part which is formed by the participants of the educational process; The demands to the conditions of the main educational programs' realization, including the personnel, financial, material and technical and other conditions; The demands to the results of the main educational programs' mastering. These very demands are conveyed in the level of maturity and the working knowledge of various competences: cultural and professional.

However, in the modern researches (Zimnyaya, 2003) one can observe the scientists' tendency to mark out the special type of the competences – the key competences, which have the character of additional soft skills. It makes these key competences necessary in any social sphere. Analyzing the theoretical and practical problems of the competences' formation of the future specialist, one can come to the conclusion that there is a lack of the formation of the marked special (additional) competences – gender and ethical. These competences, despite their social induced nature, take the key position in the future professional activity. The analysis, scientific and empirical support of the marked competences lets to make educational process, taking into account the complex needs, not only in the main professional competences, but also in the special (additional). Without which the harmonious formation of the future specialist is not possible. As the scientists noted, "the realization of the existing educational experience and the incorporation of the modern requirements is possible only subject to compliance with the following conditions: the development of the theoretical and methodological bases of the gender and ethical approaches in the higher school; the formation of the proper documentary and regulatory basis on the part of the governing bodies of education; the formation of the research and educational personnel's understanding in the necessity of the implantation of these approaches in education; substantial and methodological training for the teachers of the higher school to the realization of these principles"(Gusarova, 2014, Blinova and Zagaynov, 2015).

As a result, we have made an attempt to study and form the additional but necessary competences of the future specialist, using the newest IT-development.

2 OPINIONS AND DISCUSSION

In order to understand the essence of development and formation of the gender and ethical competences, one has to define the structural components of these competences. To this purpose we have worked out the criteria, which characterize the content of the competences: value-meaningful, gnostical and activity-behavioral and also we have worked out the levels: threshold, average and high. We have done it to have more qualitative experimental appraisal. Then, basing on the existing researches, we have defined the main components for each competence. For gender competence these components are: stereotypes, sexism, consciousness and self-consciousness and gender behavior. For ethical one: mental and ethical reflection, moral (ethic) cognition and consciousness, ethic coordination of behavior. The structure of the competences is represented in the table 1.

Basing on the marked characteristics of the criterion division of the content of the gender and ethical

competences, one should differentiate them according to the notional levels of the formation. The main part of the authors, who study the systematization and generalization of the knowledge about the competences' nature, offer to estimate the maturity of the competences according to the 4 levels: low, average, above the average and high. However, we suppose that the usage of the second intermediate level is unreasonably. That's why we are going to use the three following levels: the basic (or threshold) – which is usually appropriate for the first-year students, as the basic level is developed in the school, average and high.

Table 1. The criterion division of the content of the gender and ethical competences.

Gender competences		
value-meaningful	Gnostical	activity-behavioral
The awareness of the gender's role; The overcoming of the stereotypes about gender peculiarities; The positive gender aims;	The system of the acquired knowledge about the essence of gender; The knowledge of the psychology of gender differences and the regularity of gender socialization; The ability to carry out gender researches;	The real behavior under the conditions of the gender interaction; The formation of the individual gender style; The correction of the gender stereotypes for manifestation and development of personal inclinations;
Ethical competences		
The system of the conscious views, based on the background, the culture and the philosophy of ethics; The formation of the need in the systematic cultural and ethical "replenishment"; The high level of the moral professional world view;	The continuous self-development of the stable cultural and sociocultural forms; The mastering in the complex of knowledge in the genesis of the ethics' development in the specialist's activity;	The formation of the interaction with the society with the aim of the inculcation of the ethical values; The necessity in the comprehensively cultural and ethical education;

Analyzing the methodological recommendations for the organizers of the project works and the professional and teaching staff of universities (Azarova, Zolotareva, 2010), one should mention the main requirements of the level of the competences' development. Basing on the given data, one finds out their content according to each component in the tables 2 and 3.

Table 2. The characteristic of the levels of the gender competence's development.

The level	The characteristics
The basic one	The value-meaningful criterion: One poorly realizes one's own gender role, has intolerance to the various gender manifestations of the surroundings and one also has the stereotyped gender mentality and attitudes; The gnostical criterion: One has no knowledge about the gender's content and regularity; the gender consciousness is not formed, a person isn't eager to develop gender knowledge, showing the undeveloped gender consciousness; The activity-behavioral criterion: In the process of the interpersonal interaction the

	behavior, which strictly corresponds to the half-role expectations, is allowed; but as a result it may lead to the various conflicts; there is no individual style of the behavior; there is also no tactics of the gender stereotypes' overcoming;
The average one	<p>The value-meaningful criterion: One realizes and accepts one's own gender role, but nevertheless the individual gender style is not completely formed yet. The aspiration for positive gender attitudes is increasing.</p> <p>The gnostical criterion: One has enough gender knowledge about the sex differences and the specific regularities; the idea of the gender identity and gender roles yet is indistinct;</p> <p>The activity-behavioral criterion: The strategy of the gender behavior in most cases is based on the intuitive research of the gender congruence; there are some attempts to overcome the stereotyped behavior;</p>
The high one	<p>The value-meaningful criterion: There are no gender stereotypes, one overcomes sexism, the tolerant attitudes to the gender differences are developing, one has the gender sensitiveness and there is the reflection.</p> <p>The gnostical criterion: The formation of the gender consciousness and self-consciousness is high developed: there is the desire for the development of the knowledge about the gender's content and the need for carrying out the gender approach in interpersonal relationships; the idea of the gender roles is strictly formed;</p> <p>The activity-behavioral criterion: The behavior of the future specialist is strictly and consciously subordinated to the idea of the tolerance and the gender equality in all the interactions of any level; all the activity is based on the androgynous principals;</p>

Table 3. The characteristic of the levels of the ethical competence's development.

The level	The characteristics
The basic one	<p>The value-meaningful criterion: There is no introspection of the ethical attitudes and values; there is a lack of the need in the correction of one's own cultural, moral and ethical views and norms.</p> <p>The gnostical criterion: A person has a little knowledge about the ethic and morality; the ethic consciousness is not formed and is not supported by behavior; one doesn't have the desire in the increasing of the cultural and moral knowledge..</p> <p>The activity-behavioral criterion: The activity of the future specialist is not subordinated to the strict moral principles, it is based only on the slight knowledge, which one got in the childhood; there is the formation of the society's interaction without paying attention to the moral aspects; there is no moral regulation in the behavior.</p>
The average one	<p>The value-meaningful criterion: One forms the conscious views, which are connected with the ethic; one comprehends one's own cultural level and there is also the interest in the increasing of the cultural knowledge and the desire for self-development.</p> <p>The gnostical criterion: A future specialist uses the moral notions without any difficulties, one fully realizes them and has the desire to increase them; there is a formation of the moral consciousness due to the including of the moral principles in one's own life.</p> <p>The activity-behavioral criterion: There is the considerable control of the behavior; the scheme of the interpersonal relations and communications is based on the moral principles; a future specialist copes with the ascertainment and development of the business and personal relations, keeping the high moral status.</p>
The high one	<p>The value-meaningful criterion: One has the formed system of the moral attitudes, the need in the systematic cultural and ethical "replenishment", the high level of the moral and professional world view.</p>

	<p>The gnostical criterion: There is the uninterrupted self-development of the stable cultural and sociocultural images and knowledge; one actively shows the ability to develop one's own thoughts, which are based on the ethical approaches; one masters the complex of the knowledge about the genesis of the ethics' development in the activity of the future specialist.</p> <p>The activity-behavioral criterion: One has a highly developed cultural and moral social status; the sensitive and respectful relation to an opponent prevails in the interpersonal communications; a future specialist is able to show the active activity stand and one shows it.</p>
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The social public requirement, presented in the claims, which were set up by the Government of the Russian Federation to the institutes of higher education of our country and which are presented in the "Strategy 2020", and also due to the aspiration of the Russian institutions to satisfy the criteria of the Monitoring of rendering of educational services, dictate the necessity of the scientific and experimental study of the whole educational process and thus the active attention directing to the process of the formation of the all competences. It all means that our ideas of the necessity of the formation of the special (additional) competences are surely topical and require the development and the introduction of such a "product" in the educational process, which will be able to influence on the formation of the competitive, well developed personality of the future specialist.

To this purpose we have made an attempt to study and to correct the state and the level of the development of the gender and ethical competence. The main means of achievement of the stated aim has been the author's interactive special course, which has been involved in the program of the students' training.

Moreover, we have selected and adapted the methods, which allow equally to estimate the process of the formation of the required competences of the future specialists in the period of education in the higher school, for each criterion and level of the competences.

3 CONCLUSION

The collection of the empirical materials was been carrying out for several years, during the period in one semester of the graduates groups of various fields of education. The analysis of the findings let us make the conclusion that almost 80% of the respondents are on the basic (threshold) level of the gender and ethical competence. The graduate students during their education in the higher school didn't get any knowledge and skills, which were connected with the gender end ethics.

During the next semester the students were proposed to study the developed author's electronic special course, the mastering of which had obligatory but distance character. The knowledge was offered as the theoretical material for self-study and there are also a lot of tasks, case-study and creative projects. There was an interim evaluation of the level of the formation of the gender and ethical competence in the end of each module. Before the defense of a graduation project, on the last part of the educational process, the students were again examined with the usage of the same methods as in the first level before the realization of the electronic education resource. The results of the performed work one can see in the figures 1, 2.

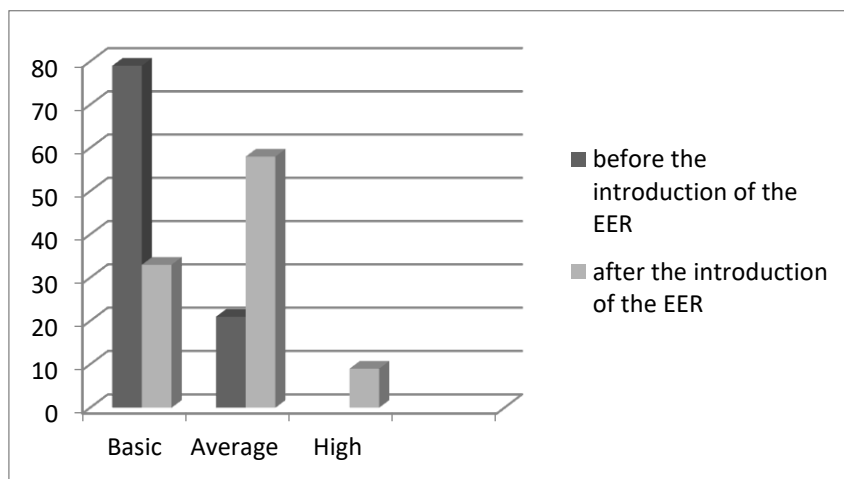


Fig. 1. The level of gender competence.

The answers of 79% of the respondents before the realization of the electronic education resource were about 1-3 points and it in total shows the basic level with all its gender stereotyping of thinking and intolerance to various gender manifestations, 21% of the students passed the opinions which in most cases were estimated at 4-5 points (the average level), it shows the backwardness of opinions towards the problem of gender and also about the lack of the individual gender style. No one shows the high level of gender knowledge and consciousness. As for the group of students who studied the special course, their answers can't but gladden. 33% of the students had the basic level of the gender competence and there are 57% of the students with the average level. And 9% of the participants showed the high level of the gender competence. Low enough but, nevertheless, existing number of the students who showed the high level of the gender competence defines the promising area of the future work.

As for the ethical aspect, there are the following results. 72% of the graduate students, unfortunately, showed the basic level of the ethical knowledge and skills, 28% of the students showed the average level. There were no students with the high level. However, the students, who studied the author's special course, showed other results: 3% of the students were on the high level, the main part, exactly 76%, showed the average level of the ethical competence and 21% of the respondents still had the basic level. The complexity of the development and the formation of the ethical competence in the distance form is quite clear and conditional on the specific character of this competence, however, there are some students with the high level of the ethical competence, and it of course can't but gladden.

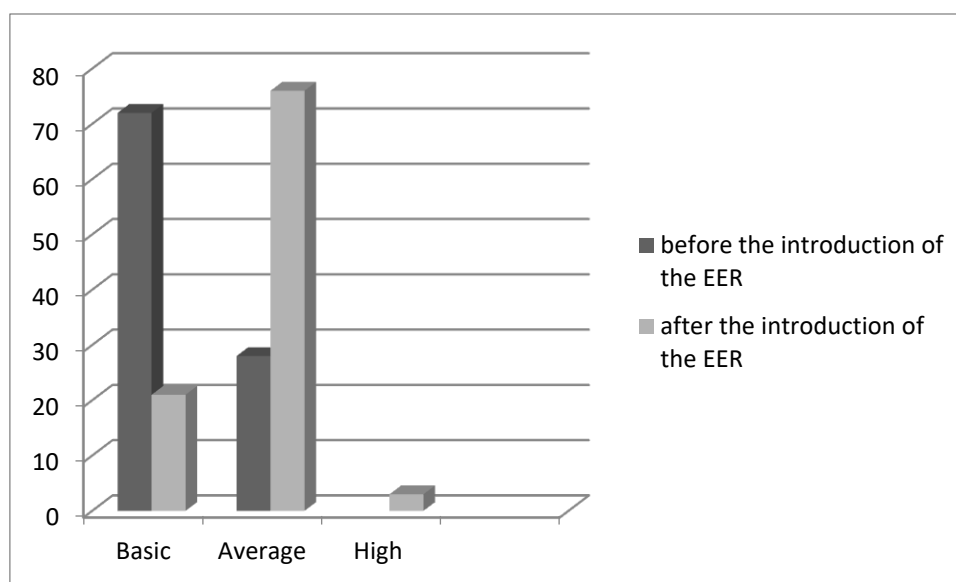


Fig. 2. The level of the ethical competence.

Therefore, the empirical material, which was been carrying out for several years, lets us talk about the efficiency of the performed measures, the opportunity to influence on the process of the development and mastering the most important competences. Now, relying on the established base of the formed competences, one can surely develop the practical skills, which are marked in the professional standards by the Ministry of Labor and which, in turn, become the base of Federal State Educational Standards of the Higher Education.

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