

Artículo de investigación

Specialist model in the conditions of continuous professional education

Специалистическая модель в условиях непрерывного профессионального образования

Modelo especialista en las condiciones de la educación profesional continua

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Abstract

Fundamental changes in the Russian economy determined by the increasing role of knowledge, the revolution in information and communication technologies, the formation of the global labor market, as well as political changes, dictate new requirements for professional training. The specialist model, profессиogram, qualification characteristic, sociogram of profession, sociogram of professional identity is the view options of the ideal result of students' training. The key competence is the defining competence because it corresponds to the conditions of implementation, which are neither limited, not too specific, but are to a certain extent universal. The essence of professional competence of a specialist is the integration of knowledge, skills, experience; personal qualities that provide professional development and self-realization of a specialist, i.e. personal opportunities that allow solving professional problems independently and effectively. The perspective direction of improvement of specialists training in professional education system is development of their models giving the chance to study more deeply problems of training and use of experts, to estimate quality of educational institutions work. In recent years, research aimed at developing a

Аннотация

Фундаментальные изменения в российской экономике, обусловленные растущей ролью знаний, революцией в информационных и коммуникационных технологиях, формированием мирового рынка труда, а также политическими изменениями, диктуют новые требования к профессиональной подготовке. Модель специалиста, профессиограмма, квалификационная характеристика, социограмма профессии, социограмма профессиональной идентичности - это варианты выбора идеального результата обучения студентов. Ключевой компетенцией является определяющая компетенция, поскольку она соответствует условиям реализации, которые не являются ни ограниченными, ни слишком конкретными, но в определенной степени универсальными. Суть профессиональной компетентности специалиста - интеграция знаний, навыков, опыта; личные качества, которые обеспечивают профессиональное развитие и самореализацию специалиста, то есть личные возможности, позволяющие самостоятельно и эффективно решать профессиональные проблемы. Перспективным направлением

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specialist model has covered not only the sphere of higher education; they are conducted in the systems of basic and secondary vocational education. One of the main means of rationing and assessing the quality of professional training of students is a competence model that allows getting the clearest information about the composition of competencies that must be formed in the future specialist in the learning process. The analysis of requirements to specialists training, the contents and technologies of educational process, methodology and practice of modern educational activity allows defining a number of principles and methods of formation of specialist model as bases of a component of the Federal State Educational Standard.

Key Words: Specialist model, model of future specialist training, model of competences, professional activity, principles, factors, requirements to modern specialist training.

совершенствования подготовки специалистов в системе профессионального образования является разработка их моделей, позволяющих глубже изучить проблемы подготовки и использования специалистов, оценить качество работы учебных заведений. В последние годы исследования, направленные на разработку модели специалиста, охватывали не только сферу высшего образования; они ведутся в системах начального и среднего профессионального образования. Одним из основных средств нормирования и оценки качества профессиональной подготовки студентов является модель компетенций, позволяющая получить наиболее четкую информацию о составе компетенций, которые должны быть сформированы у будущего специалиста в процессе обучения. Анализ требований к подготовке специалистов, содержания и технологий учебного процесса, методологии и практики современной образовательной деятельности позволяет определить ряд принципов и методов формирования модели специалиста как основы компонента Федерального государственного образовательного стандарта.

Ключевые слова: Модель специалиста, модель подготовки будущего специалиста, модель компетенций, профессиональная деятельность, принципы, факторы, требования к подготовке современного специалиста.

Resumen

Los cambios fundamentales en la economía rusa, determinados por el papel cada vez mayor del conocimiento, la revolución en las tecnologías de la información y la comunicación, la formación del mercado laboral mundial, así como los cambios políticos, dictan nuevos requisitos para la formación profesional. El modelo de especialista, el profesiograma, la característica de calificación, el sociograma de la profesión, el sociograma de la identidad profesional son las opciones de visualización del resultado ideal de la formación de los estudiantes. La competencia clave es la competencia definitoria porque corresponde a las condiciones de implementación, que no son limitadas, ni demasiado específicas, pero en cierta medida son universales. La esencia de la competencia profesional de un especialista es la integración de conocimientos, habilidades, experiencia; cualidades personales que proporcionan desarrollo profesional y autorrealización de un especialista, es decir, oportunidades personales que permiten resolver problemas profesionales de manera independiente y efectiva. La dirección de la perspectiva de mejora de la formación de especialistas en el sistema de educación profesional es el desarrollo de sus modelos que brinden la oportunidad de estudiar más profundamente los problemas de formación y uso de expertos, para estimar la calidad del trabajo de las instituciones educativas. En los últimos años, la investigación dirigida a desarrollar un modelo especializado ha cubierto no solo el ámbito de la educación superior; se llevan a cabo en los sistemas de educación vocacional básica y secundaria. Uno de los principales medios para racionar y evaluar la calidad de la formación profesional de los estudiantes es un modelo de competencia que permita obtener la información más clara sobre la composición de las competencias que deben formarse en el futuro especialista en el proceso de aprendizaje. El análisis de los requisitos para la capacitación de especialistas, los contenidos y las tecnologías del proceso educativo, la metodología y la práctica de la actividad educativa

moderna permite definir una serie de principios y métodos de formación de modelos especializados como bases de un componente del Estándar Educativo del Estado Federal.

Palabras clave: Modelo de especialista, modelo de formación especializada futura, modelo de competencias, actividad profesional, principios, factores, requisitos para la formación especializada moderna.

Introduction

In many economically developed countries, the primary task of the education system is to find and train talented people in order to form intellectual elite, which is designed, to a large extent, to ensure the cultural, scientific and economic, technical and economic development of the country. Access to higher education in highly developed countries is regarded as one of the most important achievements of democracy, in this a condition of economic success and social mobility of people's lives is.

Fundamental changes in the Russian economy determined by the increasing role of knowledge, the revolution in information and communication technologies, the formation of the global labor market, as well as political changes, dictate new requirements for specialist professional training (Abdulatipova & Tsakhaeva, 2017; Abuzjarova, 2018; Badakhova, 2017; Borovikova, 2017; Borisova & Novoseltseva, 2016; Borisova et al., 2018; Gasanova et al., 2017; Gadzaov & Dzerzhinskaya, 2018; Kashisaz & Mobarak, 2018; Kheirabadi & Mirzaei, 2019).

The specialist model, professionogram, qualification characteristic, sociogram of profession, sociogram of professional identity is the view options of the ideal result of students' training.

To characterize the graduate, prepared to solve professional problems, it is advisable to use the concept of "personality model". Considering the model as "system reflection of the original", we note that modeling is such "a method of theoretical research, with which it is possible to approach generically the solution of many pedagogical problems".

Thus, according to V.D. Shadrikov, the generalized model of a specialist should include: ideas about the objectives of the specialist activity; ideas about the functions for which they should be prepared, the results of the training of a competent specialist and their individual qualities that should be formed as professionally important; ideas about the regulatory environment in which this activity should take place; decision-making skills related to the

activity; skills of working with information that ensures the success of the activity; formation of ideas about the personal meaning of activity.

In addition, recently there has been a clear trend towards the transition from the qualification model of a specialist to the competence one.

Research Methodology

Until recently, the thematic core of the specialist model was the key qualifications – extra-functional knowledge, skills, qualities and properties of the individual that go beyond a certain professional training (qualification).

Today, however, scientists tend to allocate key competencies, because unlike qualifications (in the ordinary sense – profession, specialty), implying the ability to perform a specific specialized activity, the category of competence is wider, integrative. So, the core competence is the defining competence, because "it meets the conditions of implementation, which are neither limited, not too specific, but are to a certain extent universal".

For example, J. Delors distinguishes four competencies: learn to know, learn to do, learn to live together, and learn to live.

Based on the works of national psychologists, I.A. Zimnyaya distinguishes three groups of competencies, namely, competencies related to:

- 1) To themselves as a person, the subject of life;
- 2) To human interaction with other people;
- 3) To human activity in all its types and forms.

The authors of the "Strategy of modernization of the general education content" characterize the key competence on the following grounds: multifunctionality, over-objectivity and interdisciplinarity, multidimensionality, require significant intellectual development.

V.D. Shadrikov proposes a specialist model that includes three types of competencies, namely: social and personal competencies; general

professional competencies; special competencies or professional and functional knowledge and skills that provide concretization of general professional competencies.

Yu.V. Frolov and D.A. Makhotin offer their specialist model of pedagogical universities graduate. This model is based on three levels of core (basic) competencies. Each of these levels is adequate to the blocks of disciplines of the second generation of the State Educational Standard of Higher Professional Education: general cultural competence; methodological (general pedagogical) competence; subject-oriented competence.

Foreign European competence models of specialists include four types of competencies: special, interpersonal, instrumental and systemic. Summarizing all the above, we note that the described specialist models are focused on the relevant areas of students professional training during the entire period of study at the university. However, in our opinion, the essence of professional competence of a specialist is the integration of knowledge, skills, experience, personal qualities that provide professional development and self-realization of a specialist, i.e. personal opportunities that allow solving professional problems independently and effectively.

Research Results

The perspective direction of improvement of specialists training in professional education system is development of their models giving the chance to study more deeply problems of preparation and use of experts, to estimate quality of educational institutions work (Daudova et al., 2016; Bolotin et al., 2017; Zulaeva et al., 2018; Ilkevich & Medvedkova, 2017; Kuznetsov et al., 2018; Sergeeva & Trubakova, 2017; Morozov et al., 2018; Tsahaeva et al., 2016; Eslami & Ahmadi, 2019; Jabbari et al., 2019; Aguilar-de Borja, 2018). In recent years, research aimed at developing a specialist model has covered not only the sphere of higher education, they are conducted in the systems of basic and secondary vocational education.

A significant contribution to the research and development of specialist modeling problems made such scholars as R.V. Gabdreev, V.V. Karpov, A.A. Kirsanov, V.L. Makarova, N.Yu. Ryzhova, L.G. Semushina, I.I. Sigov, E.E. Smirnova, N.F. Talyzina, Yu.K. Chernova and others. Analysis of these authors' works leads to

the conclusion that although the modeling issues in pedagogy are paid attention to, nevertheless, the creation of adequate models of professional activity of specialists is relevant. Traditional methods of specialists modelling have some subjectivity, complexity, no diagnostic, conservatism, do not take into account the requirements included in the educational standards, Classifier of areas of specialist training.

At the same time in pedagogical researches the qualimetric methods, presented in works of G.G. Azgaldov, V.I. Mikheev, A.I. Subetto, V.S. Cherepanov and their followers, are more often applied. However, studies related to the construction of specialists' models on the basis of the qualimetric approach are still rare.

The use of adequate specialists models in the educational process contributes to the formation of professional theoretical thinking at graduates, develops the processes of goal-setting, creative reflection. Professional readiness of a specialist should be evaluated not only by knowledge and skills in the professional field, but also by the development of creative and moral potential of their personality. In the light of the above, professional education implements a systematic approach to specialist training, forms the most important characteristic of a specialist – the ability to create, inextricably linked with professional activities. The modern stage of society development asks specialists of the skills to analyze and synthesize, to make unconventional decisions. The latter are formed in the process of training on the basis of didactic tasks. Professional activity of the future specialist in the creation of new, more effective technical systems and technologies is characterized by a high degree of integration and requires a developed integrative thinking. Studies of psychologists show that the process of integrative thinking formation of the future specialist can be blocked at the stage of training, if their training is carried out by inadequate methods, using outdated specialists models and training technologies (Tsahaeva et al., 2016; Tsahaeva et al., 2017; Gadzaov & Dzerzhinskaya, 2018; Yazovskikh, 2018; Pozharskaya & Deberdeeva, 2017; Golub et al., 2017; Trifonova, 2017; Enygin et al., 2017; Kryazheva & Vinogradskaya, 2017; Kh, 2017; Sohrobi, 2017; Kondubaeva et al., 2018; Einollahi, 2016).

Thus, it can be stated that insufficient attention is paid to the development of design technologies for the development of a specialist model in the

field of vocational education. At designing, expert methods are almost not used, it is necessary to apply a scientifically based approach to improving the quality of specialist training, which consists, in particular, in the development of technological and qualimetric support for the construction of a specialist model. The study of the process of specialist training in vocational schools showed that there are the following contradictions between:

- The generally accepted model and mechanism of specialist training and increased requirements for the professionalism of future professionals in the current market conditions;
- The need of professional educational institutions in the advanced model of the graduate and the lack of effective design technology of such a model.

By comparing the ideal specialist model with the actual one, it is possible to determine the scope and content of professional training. The development of such a model will allow revising the entire system of training and retraining of personnel at various levels for any industry.

To obtain advanced information about the content of training, it is necessary to organize its forecasting. It will allow seeing better tomorrow, to develop a specialist model in a particular field of economy in the near and long term, to outline ways to achieve the standard. Such a model is also necessary for management structures to conduct diagnostic monitoring of the activities of specialists.

The structure of the specialist model can be represented as follows:

1. Prognostic characteristics of the industry and its development prospects.
2. Requirements for the content of professional training and retraining.
3. Development of the program content for a specific course.

Developers of training programs need to know what the enterprises of the industry will be in 5-10 years, what professions will be required in the field of production and its management, what level of knowledge should have a specialist to perform competently their work. This training will take into account the trends of the industry and create a reserve of specialists. With this

approach to the long-term planning of training and advanced training of specialists is carried out ahead of the training: it seems to “run” ahead, leads to the process of human development, eliminates quickly the gap with the rapidly multiplying volume of knowledge.

Discussion

One of the main means of rationing and assessing the quality of professional training of students is a competence model that allows getting the clearest information about the composition of competencies that must be formed in the future specialist in the learning process. The development of competence models of students of different specialties were studied by many researchers (R.N. Azarova, V.I. Baydenko, A.D. Makhotin, O.N. Nikiforov, A.L. Smyatskikh, T.M. Turkina, Yu.V. Frolov, etc.). An example of the competence model of a manager is the model of S. Simonenko “20 faces”, designed for middle managers and consisting of 20 competencies important for the successful work of managers in Russia. However, this model does not reflect fully the requirements of employers and social partners to the composition of the competencies of middle managers, and does not take into account the specifics of the process of college students training. Management in modern conditions is an adequate to market system of economic activity *way of organizing joint actions of people*. Management taking into account the Russian specifics is production management, rethought from the standpoint of the market economy; a modern, more *perfect type of controlling* that incorporates all that was in the past experience. One of the main difficulties of Russia’s economic development is the lack of professional managers. Manager is not just an economist or engineer in charge of management by occupation, but a representative of a special profession, aware of their belonging to this profession and, accordingly, has the necessary set of knowledge and skills to carry out their professional activities. V.A. Shapovalova developed a competency-based model of manager training in the system of secondary vocational education (SVE), which is a set of competencies of the future specialist and contains 6 main blocks of key competencies (educational, personal, intellectual competencies, professional, communicative and information competencies).

In the block of professional competencies their necessary composition is concentrated to perform by the middle manager of his immediate professional duties.

As the work of the manager is connected more with social interaction (clients, partners, employees), it is necessary to select the block of communicative competences.

The need to form the competencies of the information block is associated with the rapid development and improvement of the information environment of modern society. Today information becomes one of the main resources necessary for realization of any kind of activity in any sphere and industry.

The block of personal competencies reflects their basic composition, which is necessary for the future manager. The presence of the formed competencies of this block will allow the graduate to perform his professional duties as successfully as possible.

In the block of educational competencies there are those that were formed/are formed in the process of obtaining a specific individual education, through the study of academic disciplines, specialized educational courses, etc. While the block of intellectual competencies is made of components that characterize the overall level of intellectual development of the individual and are formed throughout life, without having limited terms such as the terms of study at school, college, university, etc.

In the presented model, an approximate classification of competencies that are interrelated can be moved from one block to another depending on job descriptions and qualification characteristics, as well as the characteristics of the manager's workplace. The developed competence model of professional training of managers in the system of SVE is invariant in relation to various areas of management, at the same time its mobility and flexibility allow adapting its content to the specific requirements of employers and social partners, as well as taking into account the sectoral orientation of management.

Significant changes can be made to the competence model, depending on the criteria and requirements of a particular employer to the future employee, taking into account the corporate settings of the organization regarding personnel, personnel policy, the characteristics of the manager's workplace, his duties, material and technical equipment of management facilities, etc.

Conclusion

The analysis of requirements to specialists training, the contents and technologies of educational process, methodology and practice of modern educational activity allows defining a number of principles and methods of formation of specialist model as bases of a component of the Federal State Educational Standard.

The general initial principles of models construction and sequence of operations at their development assume:

- Definition of modeling goals and specific tasks;
- Collection and systematization of information related to the formulated tasks (reliability and completeness of the initial information - a necessary condition for creating a reasonable model);
- Identification of the main factors affecting the change of trends and patterns of the object or phenomenon;
- Creating a model based on the tasks that the model is designed to solve.

When building a specialist model, the following factors should be taken into account:

- Requirements to specialists imposed by the development of modern economy, science, technology and culture;
- Requirements of various fields of professional activity to the level and nature of graduates' professional competence, as well as the level of their education and good breeding;
- Needs of the person in satisfaction of general cultural and professional interests, in possession of a considerable volume of information, in creation of conditions and opportunities, change and continuation of education, expansion of a profile of training, change of a profession, etc.

Based on these factors, it is possible to identify the most significant requirements for the development of the content of education and training content in the vocational education

system, which acts as the principles of the formation of a specialist model:

- Compliance of the content with the modern needs of the state, society and the individual;
- Compliance of approaches to the formation of the content of the principles of state educational standards development;
- Compliance of the developed content with the requirements to the level of education as one of the stages of professional education;
- Using the method of modeling the content of training in accordance with the model of activity and personality of the trained specialist.

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