

## Artículo de investigación

**PROFESSIONALLY SIGNIFICANT QUALITIES OF STUDENTS IN A HIGHER TECHNICAL EDUCATION INSTITUTION**

АКТУАЛЬНОСТЬ ПРОФЕССИОНАЛЬНО-ЗНАЧИМЫХ КАЧЕСТВ У ОБУЧАЮЩИХСЯ В ВЫСШЕМ ТЕХНИЧЕСКОМ УЧЕБНОМ ЗАВЕДЕНИИ

CUALIDADES PROFESIONALES SIGNIFICATIVAS DE LOS ESTUDIANTES EN UNA INSTITUCIÓN DE EDUCACIÓN TÉCNICA SUPERIOR

QUALIDADES PROFISSIONAIS SIGNIFICATIVAS DE ESTUDANTES EM UMA INSTITUIÇÃO DE ENSINO SUPERIOR TÉCNICO

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Svetlana Viktorovna Mikhailova<sup>69</sup>**Abstract**

The article is devoted to the problem of studying the professionally significant qualities of students in a higher technical educational institution, namely, Tyumen Industrial University branch in Nizhnevartovsk. The research problem is caused by the genuine interest of the influence of professionally significant qualities on the peculiarity of the individual under consideration (Akker, 1994). The contradictions between the individual characteristics of the development of personal qualities and professionally significant qualities are revealed in this work. It is noted that the person is the perfect value in the content of the subject. The considered approach gives the freedom to choose education, the purpose of which is to satisfy spiritual, educational, life, as well as cultural interests and needs of the individual, a humane attitude to the individuality, its formation and the possibility of realization in the cultural and educational environment. The study presents the results of a survey of students of the Tyumen Industrial University branch in Nizhnevartovsk to identify knowledge characteristics related to professionally significant qualities. Graphs reflecting the manifestation of these qualities of students in everyday life and learning activities are constructed. A comparative analysis of indicators

**Resumen**

El artículo está dedicado al problema de estudiar las cualidades profesionalmente significativas de los estudiantes en una institución de educación técnica superior, a saber, la sucursal de la Universidad Industrial de Tyumen en Nizhnevartovsk. El problema de la investigación es causado por el interés genuino de la influencia de cualidades profesionalmente significativas en la peculiaridad del individuo bajo consideración (Akker, 1994). Las contradicciones entre las características individuales del desarrollo de las cualidades personales y las cualidades profesionalmente significativas se revelan en este trabajo. Cabe señalar que la persona es el valor perfecto en el contenido de la asignatura. El enfoque considerado da la libertad de elegir la educación, cuyo propósito es satisfacer los intereses y necesidades espirituales, educativas, de vida y culturales del individuo, una actitud humana hacia la individualidad, su formación y la posibilidad de realización en el mundo. Entorno cultural y educativo. El estudio presenta los resultados de una encuesta realizada a estudiantes de la sucursal de la Universidad Industrial de Tyumen en Nizhnevartovsk para identificar características de conocimiento relacionadas con cualidades profesionalmente significativas. Se construyen gráficos que

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of the presence of professionally significant competences of students and their manifestation in educational and extracurricular activities is presented. The research results, as a reflection of the manifestations of professionally significant competences in various socially significant activities, are tabulated.

**Keywords:** competencies, cultural and educational environment, creative orientation, emotional and value position, professionally significant qualities, personality-oriented approach, socially significant activities.

reflejan la manifestación de estas cualidades de los estudiantes en la vida cotidiana y las actividades de aprendizaje. Se presenta un análisis comparativo de los indicadores de la presencia de competencias profesionales significativas de los estudiantes y su manifestación en actividades educativas y extracurriculares. Los resultados de la investigación, como un reflejo de las manifestaciones de competencias profesionalmente significativas en diversas actividades socialmente significativas, se tabulan.

**Palabras claves:** competencias, entorno cultural y educativo, orientación creativa, posición emocional y de valor, cualidades profesionalmente significativas, enfoque orientado a la personalidad, actividades socialmente significativas.

#### Аннотация.

Статья посвящена проблеме исследования профессионально-значимых качеств у обучающихся в высшем техническом учебном заведении, а именно Тюменском индустриальном университете филиала в г Нижневартовске. Проблема исследования вызвана неподдельным интересом влияния профессионально-значимых качеств на особенность рассматриваемого индивида [12]. В данной работе выявлены противоречия между индивидуальными особенностями развития личностных качеств и профессионально-значимыми качествами. Отмечено, что в содержании предмета образования в качестве совершенной ценности является сам человек, а не отдаленные от личности познания. Рассматриваемый подход дает свободу выбора образования, цель которого в удовлетворении духовных, образовательных, жизненных, а так же культурных интересов и потребностей личности, гуманное отношение к индивидуальности, становление ее и возможности реализации в культурно-образовательной среде. В исследовании представлены результаты опроса студентов Тюменского индустриального университета филиала в г Нижневартовске с целью выявления познаний характеристик, относящихся к профессионально значимым-качествам. Построены графики, отражающие проявление данных качеств обучающихся в повседневной жизни и учебной деятельности. Представлен сравнительный анализ показателей наличия у обучающихся профессионально-значимых компетенций и проявлении их в учебной и вне учебной деятельности. Результаты исследований, как отражение проявлений профессионально-значимых компетенций в различных социально-значимых видах деятельности, сведены в таблицу.

**Ключевые слова:** профессионально-значимые качества, компетенции, социально-значимые виды деятельности, культурно-образовательная среда, личностно-ориентированный подход, творческая направленность, эмоционально-ценностная позиция.

#### Introduction

Professionally significant qualities of young people in higher education always remain relevant, because there is no single approach to the definition of the concept of professionally significant qualities. Various spheres of society - spiritual, political, economic - bring about changes in the concept of a whole system of value orientations among the younger generation.

Correctly delivered: the organization of stimulation of labor activity, creativity, initiative and aspiration to a gain of the highest achievements, training of professional orientation, direct participation in productive and socially useful work, together are irreplaceable factors of development of civil formation of the intellectual and moral relation, generation of the personality, the realized relation to educational activity, and physical development.

Professional activity of the future specialist, as well as other activities of the subject, include personal qualities, interpreted as a product and regulator of activity.

The process of developing professionally significant personal qualities is often a subject of discussion for a large audience of teachers of various levels (Lookatch, 1995).

### Methodology

The results were obtained and didactically processed in the process of researching the professionally significant qualities of students of the Tyumen Industrial University branch in Nizhnevartovsk. An anonymous survey among students of a technical university, theoretical analysis, generalization was carried out. Processing of the results was carried out using mathematical calculations. The data obtained during the study are shown graphically and listed in the table.

### Literature review

The study of the professionally significant qualities of students in a higher educational institution remains an actual problem. First of all, the definition of the concept of professionally significant qualities does not have a unified approach. In addition, changes in the spiritual, political, and economic spheres of society bring about changes in the concept of a holistic system of value orientations among young people. The relevance of the study of professionally significant qualities in students is caused by a surge of interest in studying this problem (Pogrebnaya and Mikhailova, 2017). Such scientists as I.S. Kon (1989), V.A. Slastenin (2013), A.V. Mudryk (2013), understand the process of development of professionally significant personal qualities at the age of adolescence, the role of these qualities in directed personality or socially significant actions, as well as due to the characteristics of the individual.

After analyzing literary sources, we see that today the society has not sufficiently investigated the issues related to the process of generating professionally significant qualities in students of a higher vocational educational institution. The object of the research is the process of generating professionally significant qualities among students; the study was conducted on the basis of a technical university in the city of Nizhnevartovsk (Pogrebnaya and Mikhailova, 2016).

The cardinal innovations that occur in the economy of the Russian Federation and the socio-cultural sphere have a single point of reference - the person's objective significance, universal respect for his rights, and the priorities of moral and ethical relations between different individuals.

The content of education in general plays the key means of forming a basic culture and personal development. The complex of classified knowledge, skills and abilities, views and beliefs, including the definition of the development stage of cognitive forces and practical training achieved as a result of educational work, in pedagogy is formed as an orientation aimed at the implementation of primarily educational functions. It can also be attributed to the knowledge-oriented approach, the definition of the meaning and essence of education (Kounanbayeva, 2011).

This approach consists in the fact that knowledge is an absolute, omnipotent value and contributes to the entry of the individual into society and socialization.

The personality-oriented approach is of great interest, V.S. Lednev (1989), M.N. Snatkin, A.V. Petrovsky (2009), I.Ya. Lerner, B. M. Bim-Bad (2016) used this approach in their works. I.Ya. Lerner and M.N. Snatkin believe that the content of the essence of education is a pedagogically adapted system of competence, skills, work experience in a creative direction, as well as an emotional value position to the world, the assimilation of which guarantees the development of a person to life in society (Lerner, 1981; Skatkin, 1986).

With this approach to determining the content of the subject of education, the person acts as a perfect value. The personality-oriented approach gives the freedom to choose the essence of education, the purpose of which is the satisfaction of spiritual, educational, life, as well as cultural interests and needs of the individual, sincere, humane attitude to individuality, its formation and the possibility of realization in the cultural and educational zone (Glaeser and Schlic, S38-42).

The content of education as a student-oriented has a direction, the branch of which goes into the development of a person's values: his natural data, social properties, as a subject of culture. It should be noted that the formation of natural data and social properties is realized in the context of the essence and content of the paradigm of

education. It follows from this that education can change under the influence of social life and the level of formation of scientific knowledge.

Education is one of the areas of social and cultural life, interpreted as the comprehensive cultivation of a morally free person who is able to defend their values. The direction and activity of a specialist is determined by the acquired knowledge and skills in the field of professional and personal qualities, and is expressed in the degree of their formation. Formation of professional and significant qualities of students covers the individual development of the subject in the learning process.

### Results and Discussion

According to teachers V.A. Yadov and B.S. Kruglov, adolescence is a phase of development of professionally significant qualities that influence the formation of the personality temperament (Kruglov, 1983; Yadov, 1994). This is due to the acquisition of the necessary competencies and social status. Professionally significant qualities generated in youthful years carry the definition of the character and the attitude of the subject with the outside world.

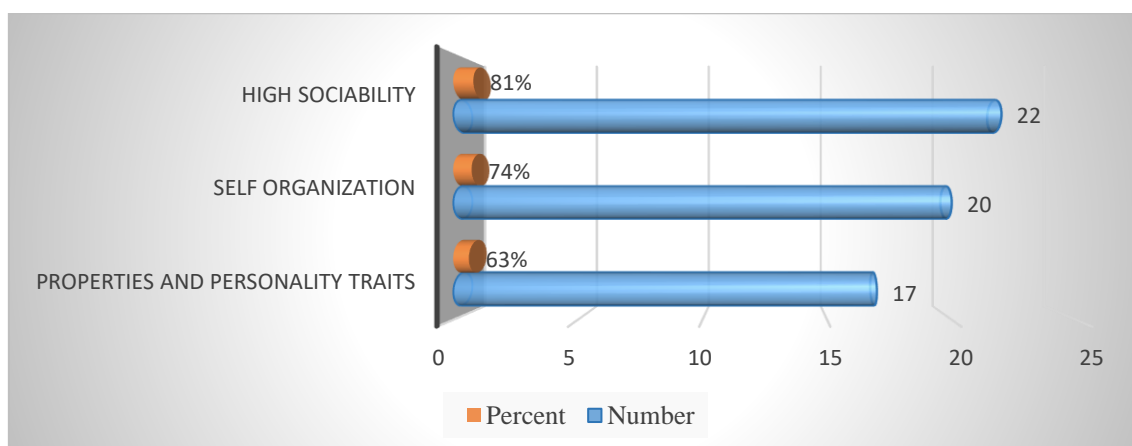
At a higher, student age, the components of the system of value orientations are made up, as practice shows, from a complex of cognitive, professional, as well as universal and moral values (Oxford, 2004).

Professionally significant qualities characterize the basic attributes that determine relatively stable personal qualities, improved in the process of individual personal development, during the development of professional practice, having the ability to productive and effective implementation of activities, as well as to strengthen its development (Kimmel, 2005).

A survey was conducted at the Tyumen Industrial University in Nizhnevartovsk, in which 27 students took part. The purpose of the survey was to identify students' knowledge of definitions related to professionally significant qualities.

An anonymous survey was conducted among students of a technical college. Didactic processing of the results showed that 22 (81%) of 27 people gave the correct definition of such competence as high interpersonal skills, 20 (74%) - independent organization, 17 (63%) - individual characteristics and qualities, (Fig. 1).

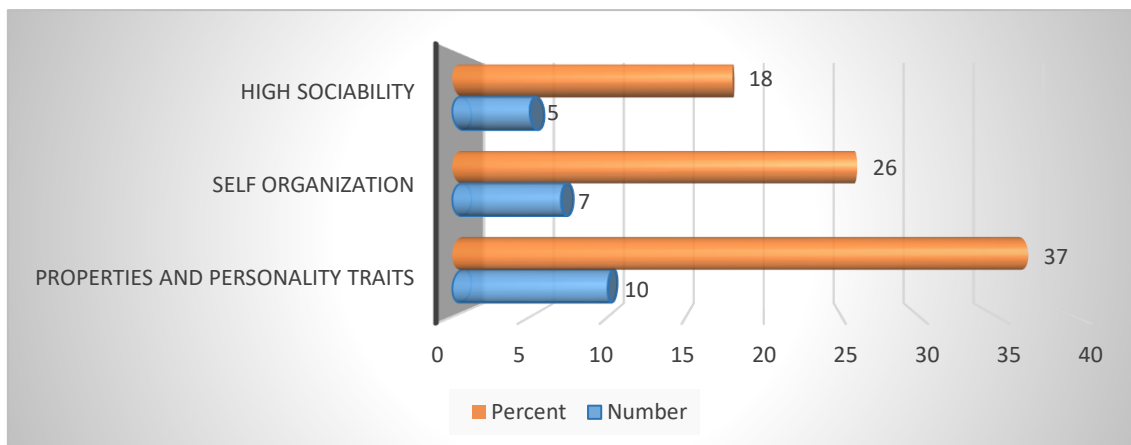
**Figure 1. Correct definition by competency**



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5 (18%) people gave an incorrect definition to the competence of high interpersonal skills, 7 (26%) to the competence of an independent

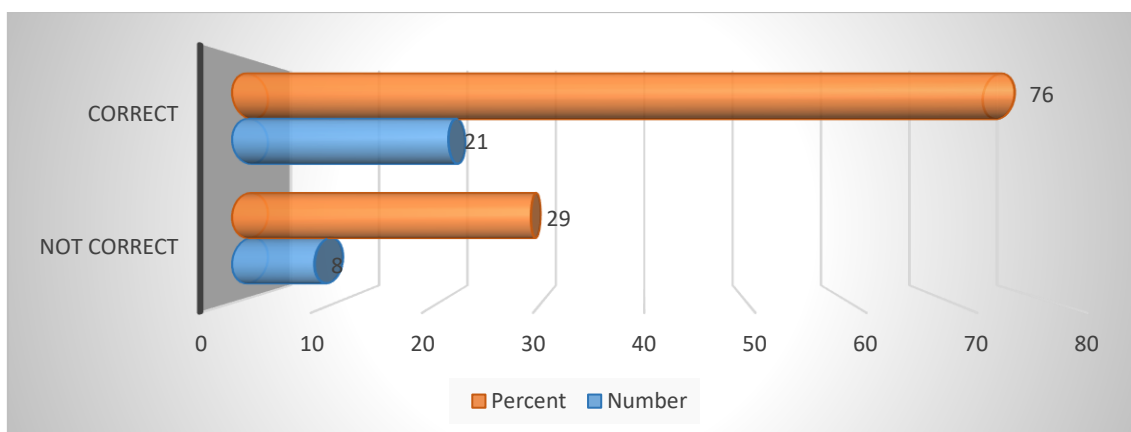
organization, 10 (37%) to the competence of personality traits and qualities.



**Figure 2. Incorrect definition by competency**

On average, 21 (76%) students from the respondents have a correct idea of the specified

competences and 8 (29%) students have a wrong idea (Fig. 3).

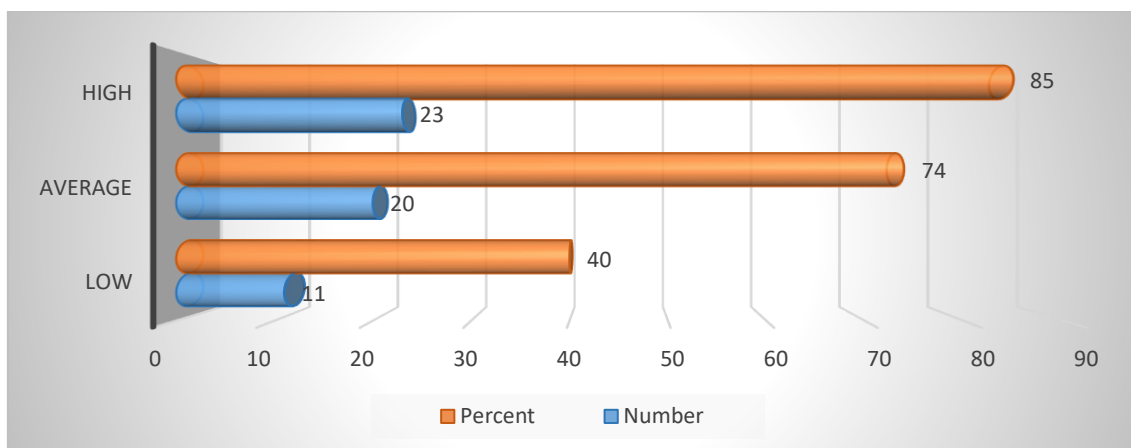


**Figure 3. Understanding of competencias**

In our opinion, the question of the manifestation of these qualities by students in everyday life and learning activities was appropriate. To establish the data on this issue, an anonymous survey was conducted with the same composition and number of respondents. The manifestation of professionally significant competences in educational activities and non-educational, conditionally divided into levels (Cambridge, 2004; Zaguidoullina, 2006). Therefore, if a student shows these qualities all the time, he

belongs to the upper level; if a person does not always show quality, then he refers to the average level, if there are no manifestations, then he refers to a low level.

According to the positive manifestation of the above competences in training activities, 23 (85%) were assigned to the upper level, 20 (74%) to the average, 11 (40%) of the respondents to the low (Fig.4).



**Figure 4. The manifestation of competences in educational activities**

The results of the study indicate that students at Tyumen Industrial University are more interested in the disclosure of such competencies as high communication skills, self-organization, personality traits and qualities directly in the training activities than in extracurricular activities. In our opinion, this is justified, since learning activities for a given age are a means of implementing life concepts in the future.

In addition, to identify the presence of professionally significant qualities in students, a survey was conducted. Processing of the results was carried out as follows: the answers of the subject were correlated with the decoder, and then the number of matches for professionally

significant competences was calculated (Karpenko, 2010). The estimated coefficients of competencies were calculated by the formula:

$$K_o = KCO \times 0.05,$$

where  $K_o$  – coefficient of professionally significant competencies;  $KCO$ - the number of matched replies.

Based on the estimated coefficients, the respondents were conditionally divided into three levels: high (score 5); average (score 4); low (score 3).

**Table 1. Comparative analysis of indicators of the professionally significant competencies of students and their manifestation in educational and extracurricular activities**

Professionally significant competencies	Number of respondents	Level		
		high	average	low
Presence of professionally significant competencies	27	3 (6%)	18 (36%)	12 (24%)
The manifestation of professionally significant competences in educational activities	27	11 (22%)	18 (36%)	6 (12%)
The manifestation of professionally significant competences in extracurricular activities	27	9 (18%)	16 (32%)	10 (20%)

## Conclusion

Thus, in this paper we consider the professionally significant qualities of students in higher technical educational institution on the example of the Tyumen industrial University in the branch in Nizhnevartovsk. Survey of students was conducted to identify the above qualities. Characteristics of the basic features that determine the relatively stable personal qualities that are improved in the learning process of individual personal and active development during professional practice, having the ability to fruitful and effective implementation of activities, as well as to enhanced its development. With the help of a mathematical relationship is calculated, the estimated coefficients of competencies at three levels – high, medium and low. The comparative analysis of indicators on the presence of students' professionally significant competencies and their manifestation in educational and non-educational activities is presented.

It can be concluded that incomplete logos of students about professionally significant qualities is a reflection of their manifestations in various socially significant activities.

Consequently, the formation of students' professionally significant competencies is a mandatory component of the success of the individual. The study does not cover all aspects of this problema.

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