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**РОЛЬ ГУМАНИТАРНЫХ
ДИСЦИПЛИН В ФОРМИРОВАНИИ
ПРОФЕССИОНАЛЬНОЙ
КОМПЕТЕНТНОСТИ
СПЕЦИАЛИСТА**

**THE ROLE OF THE HUMANITIES
IN THE FORMATION OF
SPECIALIST'S PROFESSIONAL
COMPETENCE**

Аннотация. В период расширения и укрепления политических и культурных связей России с зарубежными странами информационному обществу требуются высококвалифицированные специалисты, способные осуществлять межкультурную коммуникацию в различных сферах общественной жизни. Компетентностный подход в образовании открывает возможности для более качественной подготовки студентов к реальной жизни, включая знание предмета, осуществление продуктивной деятельности и актуализацию личностных ресурсов. Решающую роль в формировании профессиональной компетентности в рамках профессионального обучения играют гуманитарные науки, имеющие особую социальную значимость.

Abstract. Competence approach in education opens opportunities for more qualitative preparation of students for real life, including knowledge of the subject, implementation of productive activities and their personal resources realization. Social sciences and the humanities: philosophy, psychology, history, pedagogy, logics, ethics play a decisive role in the formation of the components of professional competence – social, communicative and personal individuality – within the framework of vocational training. In the same way it is necessary to use subjects that have special social significance, such as native and foreign languages. During the period of rapid development of business contacts, expansion and strengthening of political and cultural ties between Russia and foreign countries, teaching of foreign languages includes complex tasks: the information society requires highly skilled professionals who are able to carry out intercultural communication in various spheres of public life.

Ключевые слова: компетентностный подход, информационное общество, компоненты профессиональной компетентности, гуманитарные дисциплины

Keywords: competence approach, information society, components of professional competence, the humanities

Introduction

In the postindustrial society the role of education in the formation of personal and professional qualities of specialists increases. The post-industrial information society guides the students to develop the competitive qualities necessary for the graduate to work suc-

cessfully in the labor market. In connection with it, the social order is also changing the system of education.

The new paradigm of education is not only to transfer specific knowledge to learners, but to teach them how to adapt to qualitatively different conditions of management and vital activity in the constantly changing social and economic environment. In 1992 the World Congress on Engineering Education in Portsmouth adopted a system of requirements for a graduate of an engineering university, some of which were formulated in the form of competencies, both professional competence and communicative readiness.

Main part

Competence approach in education opens opportunities for more qualitative preparation of students for real life, including knowledge of the subject, implementation of productive activities and actualization of their personal resources. The success of the professional career of a specialist after graduation from the university and the realization of his knowledge, skills and practical skills depend on the qualifications and competence of a specialist. Competence is an integral personal and professional quality of a person who completed the education of a certain stage, expressed in readiness and ability on its basis to a successful, productive, and effective activity, taking into account its social significance and social risks that may be associated with it; providing the possibility of effective interaction with the outside world with the help of relevant competencies.

The issues of professional competence in the national psycho-pedagogical science were considered by various authors [1]–[10] and etc. V.R. Vesnin considers *professional competence* to be the ability of an employee to perform his functions qualitatively and unerringly, to master a new knowledge successfully and to adapt to changing conditions quickly. He puts forward four types of competence:

- *functional*, which is characterized by professional knowledge and skills to implement them;
- *intellectual*, which is expressed in the ability to think analytically and implement an integrated approach to the performance of their duties;
- *situational*, allowing to act effectively in accordance with the prevailing circumstances at a given time;
- *social* – assumes the presence of communicative and integrative abilities.

The basis of professional competence, according to the author, is professional suitability, understood as a set of professional competencies necessary for the implementation of effective professional activity [2].

V.G. Gorchakova [3] identifies certain professional qualities which are basic for a wide range of professions and identifies common interprofessional components, dividing them as different types of competence:

- *Special* competence – ability to plan production processes, skills to work with a computer, with office equipment, reading technical documentation, manual skills;
- *Personal* competence – the ability to plan the work, to control and to regulate it, the ability to make decisions independently; the ability to find non-standard solutions (creativity), flexible theoretical and practical thinking, the ability to see the problem, the ability to acquire new knowledge and skills independently;

- *Individual* competence – motivation of achievement, resource of success, striving for the quality of his own work, ability to self-motivation, self-confidence and optimism.

M. Rozenova describes the concept of “professional competence” quite narrowly – “as a good knowledge of the employee of the subject of his immediate activity, which is formed during the studying and professional training in special disciplines” [9, p.168], but nevertheless, she believes that knowledge of the subject of work, the situation of professional work is not limited. In her opinion, “professional competence” is the integral concept and includes several components or types of competence. The *subject competence* is one of them [9, p. 169]. *Socio-communicative competence* is the knowledge and skills associated with the implementation of social and professional contacts [9, p. 170]. M. Rozenova considers the next important component of the professional competence – the *personality-individual competence*, which is represented by a set of knowledge and ideas of a person about his “strong” and “weak” points, both professional and personal ones.

I.A. Zimnyaya believes that a certain integral social and professional quality must be formed in a person as a result of education, allowing him to perform production tasks and interact with other people successfully. This quality is determined by I.A. Zimnyaya as “*the integral social and professional competence* of a person, which is his personal, integrative, formed quality, manifested in the adequacy of solving the tasks (standard and especially non-standard ones, requiring creativity) in the whole variety of social and professional situations. It manifests itself in the operations, activities, behavior and actions of a man” [5, p.14].

Socio-professional competence as a complete personal quality of a person is based on a certain level of development of his intellectual and mental actions, such as synthesis, comparison, systematization, generalization, etc. The second, no less important obligatory component, which is also the initial, basic for the formation of social and professional competence, is the group of personal qualities necessary for the realization of professional activity, such as purposefulness, self-discipline and responsibility. On this basis of intellectual and personal development, starting with the family, schools, vocational educational institutions, social and professional competencies are formed, as a single whole personal quality of a specialist.

In general, I.A. Zimnyaya represents socio-professional competence in four blocks: basic – intellectually providing (basic mental operations at the level of the rate of development), personal, professional and social. In accordance with the social block, the graduate should be able to:

- organize his life in accordance with the socially significant idea of a healthy lifestyle;
- be guided in this behavior by the values of being, life, culture, social interaction;
- be guided in the life by the rights and duties of a citizen;
- build and implement perspective lines of self-development and self-improvement;
- integrate knowledge in the acquisition process and use it in the process of solving social and professional problems;
- cooperate, lead people and be subordinated;
- communicate in oral and written form in native and foreign languages;
- find solutions in non-standard situations;
- find creative solutions of social and professional problems;

- receive, store, process, distribute and transform information (library catalogs, information systems, the Internet, e-mail, etc.) [5, p. 15].

Thus, I.A. Zimnyaya defines social and professional competence as the cumulative integral personal characteristic of a person who has received a qualification and is characterized by professionalism; this is a person's personal quality, formed on the basis of intellectual abilities and personal qualities, which makes it possible to define him as a competent one in his field. Professional competence is consistently formed in accordance with the state educational standards, and social competence takes into account the specifics of professional activity, to which the specialist is going to be ready [5, p. 19].

In the present-day conditions at the age of a market economy, professional training of a specialist assumes also his special social competence, which guarantees him competence in the matters of the right to work, entrepreneurship, social protection, freedom of speech, religion, participation in social and political movements, etc. The concept of social competence is characterized as the level of the personality's mastering of socio-psychological knowledge and moral and legal value judgments that allow him to adapt successfully and operate actively in a particular social environment, for example, in a situation of formal business communication or in a work community.

In the structure of a social competence N. Khridina singles out the following components and directions of its formation: social and economic preparedness, normative-legal and political literacy, preparedness in the field of business etiquette [11, p. 124]. Preparedness in the field of business etiquette requires the formation of students' specific skills, such as: preparing documents for admission to work, finding and improving their own external and behavioral image, mastering the search algorithm for work, etc. Considering the process of forming social competence as one of the sides of professional competence, we believe that this process as a whole can be controlled by a teacher.

Social sciences and the humanities within the framework of professional training: philosophy, psychology, history, pedagogy, logics, ethics and aesthetics play a decisive role in the formation of the components of professional competence. In the same direction it is necessary to use the subjects which have a special social significance, for example, native and foreign languages, etc.

During the period of rapid development of business contacts, expansion and strengthening of Russia's political and cultural ties with foreign countries, the teaching of foreign languages includes complex tasks: the information society requires highly qualified specialists capable of carrying out intercultural communication in various spheres of public life.

The course of Foreign Language is aimed at mastering students with communicative competence, i. e. ability to communicate. But for successful communication it is necessary not only to master the linguistic resources of the interlocutor: phonetic, lexical, grammatical, but also general knowledge of the world. This cognitive knowledge is called background knowledge. Learning to communicate in a foreign language makes it necessary to master the background knowledge in both verbal and nonverbal forms; otherwise there will be a misunderstanding between the interlocutors belonging to different cultures. There are differences in speech etiquette. For example, the Russians at the meeting and farewell shake hands, but for the Japanese, even for business people, this is unacceptable, as they meet and say good-bye exchanging bows.

Today it is becoming increasingly obvious that humanity is developing along the path of expanding the interconnection and interdependence of different countries, peoples and their cultures. However, these contacts are not always effective enough. Entry into the international arena is sometimes accompanied by disagreements and misunderstandings, which are based not on economic but cultural differences: the features of thinking and behavior; features of interpersonal communications; their rules and social norms in each country. Mutual understanding and language barriers make it very difficult. Cultural differences play an important role in business relations, and can strongly influence the marginal efficiency of joint business. In this regard, L.A. Kosheleva, considering intercultural competence, defines it as a set of professional qualities, including:

- theoretical knowledge about national cultures (intercultural parameters, behavioral patterns and perceptions, types of national and corporate cultures, etc.);
- psychological personality traits (openness, tolerance, flexibility, readiness to work with representatives of other cultures);
- practical skills of effective intercultural communications, including knowledge of a foreign language [6, p.11].

Obviously, intercultural competence does not appear by itself, it needs to be purposefully educated. Most of the problems in communicating with representatives of other cultures arise due to a misunderstanding of the reasons of each other's behavior, when people in a certain situation are waiting for a specific behavior, and, without waiting for it, make false conclusions about the culture with which they communicate. Therefore, it is very important to convey to students stereotypes of behavior that are characteristic of a particular culture.

Conclusion

So, in the sphere of professional activity, a lot depends on the ability of a person to realize himself through communication: to establish business relations; to contact and exit from it; to communicate and explain own thoughts and suggestions; to understand colleagues, managers and subordinates adequately; to resolve tension or conflict constructively, etc.

Thus, it is necessary to prepare the graduate for communication and interaction with people of very different status and in the most diverse circumstances within the walls of the educational institution. But the orientation towards the preparation of a competitive worker in any area of work cannot be reduced only by the provision of a high level of his professional competence: skills, qualifications, and mobility. The main means of social and economic preparedness will be general humanitarian development, a system of knowledge in history courses and a special economic course. Political literacy is formed in the process of developing public disciplines.

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