

Elena N. Khadikova,
specialist in competitive politics (research Department);
North-Ossetian State University

The Application of Humanitarian Technologies in Forming Professional Competences of Masters of M.A. Academic Program "Pedagogical Education"

Key words: *humanitarian technologies, professional competencies, competencies' forming, masters.*

Annotation: *In the article the urgency of the problem of professional competencies' forming as one of the main components of General culture of a person was justified, the main components of professional competencies were highlighted, the results of experimental work on professional competencies' forming of masters were presented.*

In modern conditions, when education requires a preparation of a creative person with communication skills that is able to apply information, there is a contradiction between the need to form meaningful attitude, willingness and ability to access information at the level of social and cultural interaction and existing "consumer" attitude to information. It makes actual the problem of formation of professional competences as a component of the General culture of a person.

On this basis, it is important to identify the mechanisms, means and conditions of forming of professional competences of students in the process of acquiring knowledge of the socio-cultural information educational space, which, according to E.G. Belyakova, unites information resources, spiritual and moral norms and values, mentality, conceptual experience of the individual (1). Initial research objective is the analysis of the concept of General professional competence. Further we need to reveal the main approaches to the definition of its content and structure in a view of modern pedagogy. In the next part of this publication, we will consider humanitarian technologies that were used in the training of masters of M.A. academic program "Pedagogical education" on the basis of the Institute of education and social Sciences of the North-Caucasian Federal University (NCFU), and the North-Ossetian state pedagogical Institute (NOSPI).

Currently the issues of professional competences are widely discussed. The determination of the content of professional competences, the identifying of aspects and specific conditions of their formation and solution of problems associated with the formation of specialists' competence, acquire a special meaning.

According to academic standards the aim of education is the formation of General and professional competences of graduates for successful self-realization in social and professional life. It should be noted that, in accordance with competence approach in education the existing phenomenon can be considered as a level of competence that is treated as a defined social requirement to the students' preparation needed for effective productive activities, or as a level of competence considered as a set of personal qualities (knowledge, abilities, skills, motivations) necessary for productive creative activity of a person (2).

According to the Federal state educational standard of Higher professional education 44.04.01 M.A. academic program "Pedagogical education" a graduate of the master's program must have the following General professional competences (GPC):

- the willingness to undertake professional communication in an oral and written form in Russian and foreign languages for solving tasks of professional activity (GPC-1);
- the willingness to use knowledge of modern problems of science and education with the professional tasks (GPC-2);
- the willingness to interact with the participants of the educational process and social partners, to manage a team, to perceive tolerant social, confessional and cultural differences (GPC-3);
- the ability to perform professional and personal self-education, to design further educational routes and professional career (GPC-4) (3).

We carried out a work on formation of professional competences on the basis of several disciplines (“Corporate culture of an educational institution”, “Innovation technologies in education”, “Bases of acmeology” etc.) by means of humanitarian technologies: debate, intellectual duel “To the barrier”, problem-search technologies: case-technologies, challenges, projects method on the basis of information technologies and others.

The formation of professional competences is inseparably linked with the main objectives of education: practical, developmental and educational. We set an educational objective on the first place in the list, because the formation of the feelings of patriotism and internationalism (which becomes relevant in light of recent events in the world, especially in countries of the near abroad) depends on the solution of this objective. We believe that humanitarian technologies have a great educational potential in this process.

Humanitarian technologies necessarily imply a feedback, dialogue (communication) between the participants of the communication process. Thus, education can be viewed as a socio-humanitarian sphere of creativity, where the formation of human personality as a system of humanitarian technologies takes place.

In the system of scientific paradigms and strategies of higher professional education the humanitarian educational technologies are considered as a universal way of building a positive business and interpersonal relationships that are implemented in the form of adequate perception and understanding of another person through established channels of communication and constructive ways of interaction. Business and interpersonal relations between a teacher and students are in the form of counter-integrated actions aimed at ensuring cooperation, solidarity, compatibility and mutual aid as the most important conditions for successful learning (4).

All pedagogical technologies are humanitarian. For expanding the boundaries of pedagogical technologies the development of various competencies, in particular – General professional – is of a special interest. In our opinion, the formation of professional competences occurs when the learner not only gets and uses information but when he transmits it through his cultural norms and values and gets a certain experience, meaning, which is implemented in the form of ability to act in a particular work situation or competence. That is why, and to ensure the most active role of students in the above process, we used the following technologies: scaffolding, web quest, humanitarian expertise, business game.

These technologies, as well as other humanitarian technologies were actively used in M.A. academic program “Pedagogical education” at the Institute of education and social Sciences of the North-Caucasian Federal University (Stavropol), as well as on the basis of the North-Ossetian state pedagogical Institute (Vladikavkaz).

Business game.

In the process of training of masters in NCFU and in NOSPI we used the business games “Employment in educational institution”; “Meeting of the methodological Council at an educational institution (Devoted to the question of a choice of effective educational

technologies)”; “Competition of pedagogical skill among young teachers of educational institutions (with the presentation of leading technologies in educational activity)”.

Humanitarian branding technology.

During practical classes we have chosen the slogan – “High quality and satisfaction”. The students were divided into micro groups with the clearly planned work of each team member as it should be for the policy of branding. After the presentation of created brands, there was held a psycholinguistic analysis in: originality, expressiveness, efficiency, compactness, internationality, durability, according to the mood of mass consciousness, according to tendencies of development of society in cultural and socio-political environment.

In the process of preparation of masters, we used this technology to develop projects: “Image of an educational institution”, “Image of a teacher”. Among the projects “Image of an educational institution” there were presented works with national components, and also with application of health saving technologies in educational practice.

Among masters who were studying at the correspondence department who participated in development of the project “Image of a teacher”, there was a winner of Republican contest “Pedagogical debut – 2014”.

Humanitarian technology of a corporate culture formation.

When doing practical tasks on development of projects of formation of educational institutions corporate culture, the performed works were made on the example of educational institutions of different types and levels (starting with kindergartens, schools, high schools, universities (Stavropol, Stavropol region, Vladikavkaz, Mozdok and other cities of the Republic of North Ossetia-Alania), including separate structural subdivisions of these educational institutions).

Special attention is paid to projects with a cultural bias. For example, “Corporate culture of an educational institution (secondary school with Cossack classes by name of ataman A.V. Repnikov)”, “Corporate culture of the school with the Ossetian bias”.

Today, the usage of image-making mechanism is important, especially for people of public professions, mainly teachers, because the study (for example, a lecture or lesson) is a source of information, and, as a consequence, a provider of cultural codes, as well as socialization of a teacher and student (5,6).

During the practical exercises masters were doing projects on the description and further improvement of their own pedagogical image. For example, the project entitled “I am a teacher of future”, “Image of a teacher”.

These technologies (as well as others not mentioned in this publication) were applied on the basis of information technologies, as this is one of the conditions of quality preparation of masters on the modern stage of development of education and society (7).

As practice has shown (and also the results of surveys of graduates, who were studying in groups where humanitarian technologies were actively used), such students more successfully compete on the market of educational services, better undergo a period of adaptation in an educational institution, make less mistakes, connected with the formation of the individual style of activity, optimal image, choice of modern educational technologies, their application in practical activity (8).

To conclude, humanitarian technologies have shown their effectiveness in the process of formation of professional competence (i.e. general professional). In our opinion, these skills help forming a common social and cultural space activities, communication and personal development.

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