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PHILOSOPHICAL ASPECTS OF DETERMINING THE MAIN COMPONENTS OF THE FORMATION OF PROFESSIONAL COMPETENCE FOR STUDENTS

Abstract

The most characteristic feature of modern society is changing in all spheres of life, which today drive science, economy, industry, and culture and affect the development of the information and educational space. The focus of the education system on the assimilation of knowledge, which was traditional and justified before, no longer corresponds to the current social order; it is determined by the objective need of society for a new person capable of independent, responsible, creative actions, an intellectual person, with critical thinking, liberated from dogmas, living in a complex. The fulfilment of these tasks requires a significant improvement in the quality of professional training of future specialists, based on the application of the philosophical aspects of human existence and development in the context of the formation of their professional competence and involves the development of personal qualities and creative abilities, the ability to independently acquire new knowledge and solve problems, and navigate in the life of society. Taking this into account, the article discusses in detail the main components of professional competence and provides the most effective ways to improve it.

Keywords: philosophy, philosophical aspects of human existence, professional competence, students.

Introduction

In modern studies, to determine the main directions of reforming higher education, it is assumed that its goal should be understood, which should simultaneously be focused both on the fulfilment of the social order of society for the training of future specialists and the formation of the personality of a specialist who can provide timely assistance at a high-quality professional level, has innovative approaches in their professional field. Future specialists should constantly update their knowledge, professional skills and abilities and enrich the experience of cognitive and practical activities, supported by appropriate value orientations (Kademia, 2018, p. 186).

Today there is an intensive development of higher education in the world. Following this, higher education requires a high rate of increasing the quantitative composition of qualified workers and an increase in the quality level of their professional training. A future specialists must develop as competent while studying in professional educational institutions. Realization of the creative potential of a person as a subject of professional activity ensures the formation of her professionalism from qualification to competence.

Most scientists define the concept of "competence" as a combination of skills and abilities that a person can use in various situations and in mastering new realities. Otherwise, competence is a clearly articulated readiness and ability of a

person to perform professional duties with "knowledge and skill of the matter".

Belgian experts define the following competencies (Awe & Church, 2020, pp. 33-40):

- social (active participation in the life of society, communication skills, the ability to cooperate),
- the ability and ability to act and think independently (the use of information technology, the ability to solve problems, the ability to self-regulation, the ability to think critically),
- motivational competencies (the ability to master knowledge and invention),
- mental mobility (flexibility in decision making and adaptation to the surrounding circumstances),
- functional competencies (linguistic, technical).

German educators have identified six types of fundamental qualities (Oonk, Beers, Wesselink, & Mulder, 2011, pp. 34-51):

- intellectual knowledge (lifelong learning),
- educational competence (ability to learn),
- social competences (social cohesion, the ability to resolve conflicts, teamwork, etc.),
- value orientations (social, democratic and individual values).

Methodology

This research methodology consists of the most commonly used and basic methods and principles of historical and theoretical research. The following methods are also used in this article:

- general scientific (formal-logical, system-functional, historical-theoretical)
- methods of theoretical analysis (analysis, synthesis, generalization, comparison, analogy, abstraction, modelling);
- specific scientific methods (technical analysis, clarification, interpretation).

Research Results and Discussions

The entry of young generations into the globalized, dynamic world of the third millennium requires competitiveness, increased flexibility and mobility of social behaviour and personal competence from the individual. A person can overcome crisis moods only thanks to the strength of his own life resource and the use of the main philosophical aspects of human existence and self-development. The urgent task is to overcome the fragmentation of ideas about a person as a subject and achieve integrity in its cognition.

In the process of personality development, there is, as it were, a collapse of the space of social relations in the space of a personality, a kind of change in the dimension of the big world in the small life world of a person. Man as an "element" is included in various physical, biological and social systems. This philosophical aspect of human existence appears in the study of its competence from a systemic and structural perspective. The versatility, multidimensionality and ambiguity of the process of becoming a competent person are due to the complex spectrum of human life.

Human life activity is an all-encompassing process of the development of life in any of its manifestations: spiritual space, physical and social time. The vital activity of a person is the organization of the life process based on social forms and methods of activity, communication, and behaviour, which have developed historically; it is the reproduction by the person of his life, its inclusion in the actual processes. This concept covers, in time, the entire course of a person's life: its formation, development, and changes. The concept of a person's life activity reflects the unity of personality manifestation in various types of activity. It reflects vital activity as a value phenomenon, which has its structure and hierarchy of types of activity, various volumes of types of activity, and a specific character of cor

relation between them. Each type of activity and sphere of life requires certain qualities and competencies from a person. A measure of involvement in active action, the ability to effectively solve a problematic situation in life while mobilizing knowledge, experience, values, and skills, reveals competence (Jandri et al., pp. 893-899).

Competence is a specific ability that allows you to solve problems that arise in real-life situations effectively. A person must have specific knowledge - tools, particular ways of thinking and life skills. High levels of competence provide initiative, organizational skills, and the ability to assess the consequences of their actions. However, the nature of competence is such that optimal results in solving problems are possible only under the condition of the deep personal interest of the person. Competence development boils down to the fact that a person can model and evaluate the consequences of his actions in advance and for the long term. This allows it to make the transition from an external assessment to the definition of "internal standards" for assessing herself, her plans, life situations and other people.

In the context of psychology and philosophy, such ideas of the development of cognitive processes and the motivational sphere, noting the importance of the transition to self-movement of motives and self-adhesion, were developed by Aleksieienko-Lemovska (2019, pp. 5-9). She believed that the meaning of development and maturation lies in the child becoming a person - the creator of material and spiritual values. The model of social and individual competence considers a person's life path as its ascent - the transition from the ability to solve situationally conditioned problems over situational activity, as its advancement to perfection through individual creative acts.

Hence, it can be concluded that it is necessary to educate a particular competence, which consists in a person's ability to self-development and self-organization of his activities in conditions of fundamental uncertainty and to take responsibility for his own life and the life of his relatives. With this in mind, the priorities of secondary school are also changing. Asbari, M., Purwanto, A., and Santoso P. (2019, pp. 577-582) put the problem as follows: "Society keeps the school not so that schoolchildren can learn, but in order for them to acquire knowledge, which, although important in itself, the main thing is that it should enable to connect problems".

Life competence is a person's ability to solve life problems. Competence is an approach to knowledge as a tool for solving life problems and making effective decisions in various spheres of human life. Competence is formed in the process of education and upbringing, not only at school, college, or institute, but also under the influence of family, friends, work, politics, religion, culture, and the like. Therefore, implementing the competence-based approach depends on the educational and cultural situation in which the individual lives and develops. Life competence has a complex structure and, therefore, a complex mechanism of formation, making this process difficult and time-consuming. It can be formed both during individual-pair interaction (a pupil and an adult or pupils with each other) and during collective relations, which can be specially organized, spontaneous or partially organized.

Bernarto, I., Bachtiar, D., Sudibjo, N., Suryawan, I., Purwanto, A., and Asbari, M. (2020, pp. 577-582) have identified the following components of the professional competence of a specialist:

- motivational-strong-willed (motives, goals, needs, value reference points of actualization in professional competence, the ability to extrovert and dominance, etc.);
- functional (awareness, knowledge, experience);
- communicative (the ability to clearly and clearly express thoughts, persuade, argue, and establish interpersonal connections);
- reflexive (the ability to consciously control the results of one's activity and the level of one's own development and personal

achievements;
- creativity, initiative, self-confidence, a tendency to introspection, initiative;
- professionally essential knowledge, skills and abilities).

All these components are integrated into the work of M. Fayzhall, M. Asbari, A. Purwanto, F. S. Goestjahjanti, T. Yuwono, F. R. Radita, Y. Yulia, Y. Cahyono, and P. Suryani (2020, pp. 256-275) into one synthesized formation - communicative-functional competence, which is an integrative quality of a person.

Katsaros, K. K., Tsirikas, A. N., and Kosta, G. C. (2020, pp. 333-347) distinguished five components in the structure of professional competence:

1. Communicative competence - professionally significant, the quality of integration, the components of which are: emotional stability (adaptation), extraversion (effective leadership), speech skills; delicacy;
2. Regulatory competence presupposes the ability to control one's behaviour. Ethical values are the main determinants of activity;
3. Intellectual and pedagogical competence is considered as a complex of skills in analysis, synthesis, comparison, abstraction, generalization, concretization, quality of intelligence; analogy, flexibility and criticality of thinking;
4. Operational competence is determined by the set of skills necessary for implementing professional activities: prognostic, project, organizational, improvisational, and expert.

So, Noroozi, O., Weinberger, A., Biemans, H., Mulder M., and Chizari M. (2012, pp. 79-106), based on the main characteristics of professional competence, distinguished the following:

- a wide range of knowledge corresponding to the conditions of sufficiency for productive professional activity;
- a system in the organization and structuring of knowledge, awareness of fundamental connections between elements, classification;
- structuring knowledge, highlighting the main nodal elements;
- the relativism of the relationships of the field of knowledge, the possibility of updating both the content and relationships under the influence of objective facts;
- fundamental knowledge, which determines the role of general principles, and ideas;
- methodological, pragmatism, continuity of connections: "knowledge – activity";
- the reflexiveness of knowledge.

M. W. Marek, Ch. Sh. Chew and W.-Ch. V. Wu (2020, pp. 40-60) believe that there are three areas of professional competence:

- motivational (motives, attitudes, orientations), which ensures the formation of general cultural, personal, motivational and social competence;
- technological, which contributes to the development of specific subspecies of professional competence: methodological, practical-activity, didactic-methodological, special-scientific, economic and legal, environmental, informational, managerial, communicative;
- spheres of self-regulation develop psychological competence and self-competence.

G. Ochirov (2016) identifies the following components in the content of professional competence: adaptation-civilizational; socio-organizational; subject-methodical; communicative; value-semantic.

Because sometimes educational institutions, public organizations, cultural institutions, family, mass media, etc., can in different ways (sometimes even diametrically opposed) illuminate the same factors and phenomena that relate to social relations, there is the need to harmonize the impact on the social environment surrounding youth. This importance is due to the fact that the social sphere is one of the significant factors influencing young people.

One of the effective means of solving this problem is the education system. Therefore, educational institutions face a difficult task, which is to harmonize the influence of the social environment on the younger generation by assimilating them with reliable scientific knowledge

aimed at creating a positive attitude both towards themselves and towards other peoples and their cultures. The process of forming the life competence of future specialists requires the following approaches (Eliyana, Ma'arif, & Muzakki, 2019):

- Personality-oriented, in which the interests of the individual are placed at the centre of the educational process. At the same time, the leading idea of education arises awareness of inalienable human rights, regardless of his nationality, and its content is aimed at educating a patriot of his country, a citizen of the world who seeks to choose his own path and ways of implementation freely, builds his activities based on recognizing the absolute value of rights person. A personality-oriented approach involves taking into account the age characteristics of students, developing the content of each specific stage of training in an interconnected context of the entire content of the pedagogical process;
- dual, which determines the orientation of the education content on the mastery by students of skills and abilities that ensure the success of positive interaction with other people, and is implemented by creating educational situations in which socio-cultural values are practically tested. Thanks to this approach, global problems are presented through local ones based on the positive experience of students' participation in individual actions, projects, and the like;
- Specific-historical, providing for the consideration of the educational content as a whole as a historical category, a kind of model of specific requirements, a multicultural society for preparing young people for life and activities in this society.

A fundamentally important component of pedagogical technologies is the organization of educational material (learning content) - the selection and structuring of the most significant integrated linguistic, cultural, multicultural, psychological and pedagogical educational material, which is aimed at the formation of a personality, disclosure of its creative potential, and the formation of its life competence.

This needs to use pedagogical innovations in the formation of the life competencies of future specialists as a particular form of pedagogical activity and thinking aimed at organizing innovations in the educational space or as a process of creating, introducing and disseminating new things in education.

The innovative process in education is a set of consistent, purposeful actions aimed at updating it, modifying the goal, content, organization, forms and methods of teaching and upbringing, and adapting the educational process to new socio-historical conditions. In a higher educational institution, various innovative technologies are used; however, in the process of teaching subjects about the social and humanitarian cycle, the case method is most often used.

Case technology is the general name for learning technologies, which are analysis methods. The essence of the technology lies in the use of specific cases (situations, stories, the texts of which are called "case") for joint analysis, discussion or development by students of decisions on a specific section of the discipline. From a methodological point of view, a case is specially prepared educational material containing a structured description of situations borrowed from actual practice. Cases (situational exercises) have a clearly defined character and purpose. As a rule, they are associated with a current problem or situation. At the same time, the problem or situation either already had some kind of preliminary solution, or their solution is necessary and, therefore, they require an analysis (Fornell & Larcker, 1981, pp. 39-50).

The case method helps students develop the following skills: analytical (the ability to highlight important information, classify, and think critically); activity (the ability to use the learned material in practice); creative (generation of non-standard approaches and solutions); dialogical (the ability to properly conduct discussions, use

visual materials to substantiate thoughts, express and defend their point of view, listen and convince opponents, draw up a short creative report) psychological skills (assessment of people's behaviour and reactions, a particular approach to presenting their material, listening ability, understand and support).

The beginning of the XXI century was marked by the massive use of information and communication technologies in education; products created on the basis of the latest technologies (computer programs for disciplines, electronic textbooks, encyclopedias), multimedia technologies and the like have become widespread. In order to effectively form the necessary skills and abilities in students, teachers resort to the use of various teaching aids; among the most popular nowadays are multimedia tools (Hoover-Dempsey & Sandler, 2012, pp. 136-148; Kryshtanovych, Golub, Kazakov, Pakhomova, & Polovtsev, 2021; Kryshtanovych, Chubinska, Gavrysh, Khltobina, & Shevchenko, 2021).

The linguistic and didactic capabilities of multimedia teaching aids used in the humanitarian cycle to form the life competencies of students: enhancing the educational activities of students, strengthening their role as a subject of learning, and activities, strengthening the motivation of learning; creating a real communicative environment, ensures the "immersion" of the student in the imaginary world, in particular, social and industrial situations; a variety of forms of presentation of the material; providing immediate feedback, the ability to reflect; the ability to reproduce a fragment of educational activity. The key to successful speech activity is the use of non-traditional methods and multimedia tools that allow them to actively participate in dialogue, discussion, and conversation in the classroom. All active methods have one single goal: the development and improvement of the life competencies of students. A critical component of the formation of future specialists' professional and value sphere is the development of scientifically grounded learning systems, which were based on the widespread introduction of new pedagogical and information technologies into the educational process.

The creation of such computer-oriented methodological training systems involves solving several problems:

- substantiation of the theoretical principles of creating information learning environments;
- development of theoretical and methodological foundations for the use of information computer technologies in the educational process;
- creation of pedagogical software (reference, instrumental, control, training programs, etc.), multimedia tools, including electronic textbooks;
- creation of educational and methodological support of disciplines based on Internet technologies for placing them on the website of the educational institution or its information portal;
- development of a methodology for organizing and conducting independent work of students using information and communication technologies in a single information environment, improving students' self-control skills on a new communicative basis.

Conclusion

Thus, the main strategic task of higher educational institutions is to provide the future specialist with all the necessary knowledge and practical skills in the subject area and the formation and development of his professional competence, using all possible psychological means and philosophical aspects of human existence and development.

The development of professional competence in a student at a high level is possible only on the condition of a comprehensive understanding of human existence and the main aspects of professional competence. The use of innovative technologies in obtaining a new speciality creates the

appropriate conditions for the activation and intensification of the educational process. Learning and at the same time having fun, students receive broad prospects for the development of natural talents and abilities and creative potential and learn to be active and independent in choosing their own life positions.

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