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The Competence of Bachelor Graduates of the High Technical School as the Basis of Professional and Moral Stability of a Future Specialist

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Abstract. The article analyzes the General cultural and professional competences of future specialists of the higher technical school, considered as the basis of professional and moral stability of students. The essence of professional and moral stability is revealed as an integrative quality and internal characteristic of professionalism, aimed at self-realization of the personality of the future specialist in professional activity. Professional culture is studied from the point of view of axiological component as a set of stable values in the sphere of future professional activity with their student's personally significant objectification. Professional and moral stability is analyzed as a state, productive process and the result of mastering and creating professional and moral values. The main common professionally significant qualities of personality and competence of future specialists, which form the basis of their professional and moral stability, are defined.

1. Introduction

The main goal during the training of the University student is to obtain the necessary knowledge and competencies for further professional activity. Students of the higher technical school differ from students of humanitarian high school by the specifics of the educational process.

At the technical University it is necessary to create conditions for the personality improvement and development in the educational process. Therefore, during the period of study at the University, when the basis of mastering the profession is laid, a special role should be given to professional and moral education.

The analysis of philosophical, pedagogical and psychological literature allows us to speak about the professional and moral stability as a dialectical part of the professional culture of personality - the generalized characteristics of personality of a future specialist as a subsystem of a higher order that gives the opportunity to explore the integrity of the professional and moral stability, and to fit it into the hierarchy of the system of professional culture of a person with a higher degree of abstraction.

The essence of professional and moral stability is revealed as an integrative quality and internal characteristic of professionalism aimed at personality self-realization of the future specialist in professional activity.

One of the characteristic features of the modern system of vocational education is its orientation to the General development of the individual. According to Reshetnikov P. E., the dominance of the subject and functional orientation in the training of a specialist in a modern higher professional school, the separation of the processes of professional training and the formation of the personality of a



specialist is increasingly inferior to a new approach to training - professional and personal development [1].

Professional education of future specialists is an actual psychological and pedagogical problem of high school. The determining factor in the success of the professional activity of the future specialist is the personality development and integrity, spiritual wealth, moral and aesthetic appearance [2].

Today professionalism means not only qualitative preparation for a certain type of activity, but also the ability to personal development and self-improvement, in connection with which there is a need to modernize the education process aimed at professionalism, self-development and personal orientation of the pedagogical process [3].

The analysis of scientific works shows that the phenomenon of professional education in the pedagogy of higher education has a multifaceted study. In our research we define the formation of professional and moral stability of the future specialist as an integral part of professional training and education.

The issue of professional education in higher education is currently studied from the perspective of different methodological approaches: systematic, personal-oriented, activity, axiological, cultural, poly-subject, etc. We consider the approaches of direct relevance to the formation of professional and moral stability of future specialist in the student group of the technical University.

Currently a systematic approach to the problem of professional education acts as a General scientific methodology of cognition. A great contribution to the development of this approach in teaching was made by such scientists as V. P. Bepalko, V. A. Karakovskiy, L. I. Novikova, Y. P. Sokolnikov and others.

From the point of view of this approach, professional education can be defined as a system of measures and methods of the influence of University educational system on the object of professional education (University students) in order to achieve a certain level of development of socially and professionally significant personal qualities [4].

The systematic approach makes possible to consider the professional education and the formation of professional and moral stability of the future specialist with its inclusion in a variety of activities in the educational system of the University, taking into account the relationship and interaction of all structural components.

The implementation of the personal-activity approach is considered in the studies of G. A. Petrova, A.V. Reprintsev, V. A. Slastenin, E. N. Shiyanov and others. The center of the University educational system in this approach is the student personality. Teaching and educational activity modeling on the basis of individual personal characteristics of each student as a future specialist is the essence of the personal-activity approach to professional education in high school which allows to determine the appropriate forms, methods and means of professional and moral stability formation.

The researches made by V. S. Bibler, E. V. Bondarevskaya, A. P. Valitskii, I. F. Isaev and the others represent the theoretical and methodological basis of culture-logical approach. Its essence consists in such vision of the person through a prism of culture concept which allows to consider the person in the course of professional education as free, active identity capable to self-determination as a result of communication with other persons and cultures [5].

The same professional education appears as an introduction of the future specialist to the "basic culture" - professional, spiritual, moral, aesthetic as its inclusion in the process of self-realization.

Polysubject approach based on the theory of self-organization of personality (K. A. Abulkhanova-Slavskaya, B. G. Ananiev, L. I. Antsyferova, S. M. Godnik, I. D. Lushnikov, L. M. Mitina, S. L. Rubinstein, V. A. Slastenin, N. F. Talyzina, etc.), allowed us to consider the future specialists training as a multi-factoral process that requires the coordination of mutual efforts of the administration, teachers, tutors, student self-government bodies, students to develop their subject-practical activities aimed at the formation of professional and moral stability.

In our research we rely on the fundamental principle of psychology – the unity of personality and activity and the logical holistic change of this integral education. Personal development is understood as a dynamic process and the result of becoming a specialist as a subject of activity, knowledge,

communication, reflection; as a gradual, natural change of his personality in the performance of various activities; as a process and the result of the social values assimilation.

Professional development is understood as a significant component of personal development which reflects the dominant orientation. In terms of volume personal development is broader than professional since its content is the training of the future specialist not only to assess and solve production problems, but also the problems of socio-cultural, organizational and creative sphere. The structure of professional activity (which includes students) is not modeled but represents the full compliance of professional activity.

As the basis for the professional evolution of students supports training and professional activities, the main content of professional development is the process of formulation and solution of students' professional tasks.

2. Methodology

The development of culture-logical approach, from the standpoint of which many pedagogical processes and phenomena were considered, influenced the widespread use of the concept of "professional culture". In this respect the formation of professional culture was considered as a strategic factor in the formation of the future specialist. Over time this term has been studied from the standpoint of humanistic, anthropological, axiological and other scientific concepts but culture is considered as a social phenomenon on the basis of activity in the vast majority of modern research.

In pedagogical researches by I. F. Isayev "professional culture" is considered as "unity of professionalism and culture of human activity; set of knowledge, abilities and skills necessary for successful realization of professional activity." According to the author, professional culture is "a measure and a way of self-realization in professional activity" [6].

In Russian scientists researches the professional culture is presented as the category defining the level of mastering the certain type of activity in any sphere of production at social potential realization of the personality by professional group.

There are different approaches to the structure of professional culture. Some researchers distinguish two blocks in the structure of professional culture: professionally-organized (knowledge, skills, experience) and social-moral (value attitude to the subject, process, means, results and participants) [7].

A number of authors consider the structure of professional culture in praxiological and spiritual respect. Professional knowledge, skills, professional consciousness are identified as elements of the praxiological aspect, professional morality and professional ethics are assigned to the spiritual sphere.

The content of the "professional culture should be designated as an attribute property of the professional group due to the division of labor with the identification of certain types of special activities" through the professional context.

I. F. Isaev concluded that professional culture can be examined from the point of view of the axiological component as a set of sustainable values in the sphere of future professional activity with personal meaningful objectification of the student; the technological component as the purpose and method of professional activity; personal-creative component as concentrated expression of the personality of a professional with strong identity [8, p. 58].

Of course, the professional culture of a specialist is expressed in the unity and interaction of all components, their division is possible only conditionally. Its fundamentally important feature is a holistic manifestation. Specific values, norms and attitudes are reflected in the spiritual aspect of professional culture, which determines the professional behavior of the person and imposes a system of moral requirements to the representatives of the relevant professional groups.

The term "professional culture" is considered in relation to the specific quality of specialist's activity and reveals the subject content of culture determined by the specifics of the professional community and professional activity.

Generalizing the approaches of scientists in line with such understanding, professional culture can be defined as a set of special and social knowledge, skills, qualities, feelings, value orientations of the

individual, which are manifested in its subject-professional activity and provide a higher level of efficiency of its implementation.

3. The study of professional-moral stability

Awareness of the phenomenon of professional culture allows us to assert that the professional and moral stability is a component of professional culture of a person and covers the special and social-oriented knowledge organically united with the professional abilities and skills, ability to creative activity, an active life position, focus on creating a new perspective.

Under the professional and moral stability of the future specialist we understand the integrative quality of the individual, ensuring the stable efficiency of the professional activity of the future specialist, the development of moral potential, self-realization in accordance with the norms of general and professional culture.

Formation of professional and moral stability of the future specialist is most effectively carried out in the process of educational and professional activity. In adolescence, this activity becomes a leading one due to the fact that it becomes the most important one for the individual in comparison with other activities; it focuses not on the mental processes that have already been formed, but on those ones that should be developed and formed; allows to integrate knowledge in all academic disciplines; includes other activities that are centered around it; determines the development of all other mental functions.

Thus, an important fact of the unity of personality development and its activities at the student age is the adoption of professional development, understood as the process of mastering person's professional activity as the most important component of the development of the specialist personality including moral development.

As it was noted before, when forming stability we must simultaneously prepare students for meaningful self-development, self-improvement of the individual, which can be carried out only in the process of activity.

Taking into account the existing research results and objectives of our work, we consider the formation of professional and moral stability as a process of accumulation of knowledge and experience and their refraction in activity and behavior. Professional and moral stability is both a state, and productive process, and result of mastering and creation of professional and moral values. It provides the formation of all components and their holistic development in activity.

Professional and moral stability is complex structural education. We define the motivational value attitude of the expert to the activity, which coincides with the structure of moral culture of the individual, as the basis of determining the structure of the professional and moral stability [9, p. 16].

We consider three components as imperative unity of this structure: cognitive component (culture of moral consciousness), emotional or affective component (culture of moral feelings) and conative component (culture of moral behavior).

It should be noted that the formation of professional and moral stability of the future specialist is a dynamic process. During the first year of study, students comprehend the basic aspects of professional knowledge, their moral orientation in this area is abstract. It is expressed in the lack of objectivity in assessing the conditions of professional relationship and categorical expression of personal positions.

In the process of acquiring technological experience in educational and practical interaction evaluation judgments of students correlate with real working conditions. The assessment of one's own ability and capacity to comply with professional and moral standards is becoming more sustainable. This period is characterized by decline in positive attitude to the profession and, as a consequence, certain regression of stability.

Higher education is characterized by a new stage of professional and moral self-determination of students. The priority majority of students are aware of the social significance of professional activity and the need to comply with moral and legal norms, while maintaining the criticality of assessing the conditions of future professional activity [10].

Thus, for the formation of professional and moral stability it is necessary to take into account the influence of the environmental factor on the personality of the future specialist, the specifics of his

professional communications, the level of self-organization of the specialist which involves the predominance of creative, transforming activities over the standard and narrow profile [11].

Professional and moral stability of the future specialist includes stability of professional cultural and moral needs; stability of ethical thinking; stability of moral beliefs and feelings; stability of moral acts in professional activity.

All elements of professional and moral stability are in dialectical interrelation and interaction and are not shown in a separate form. The mechanism of their implementation in practice are skills and habits.

4. The study of competences of high technical school specialists

Skills of professional and moral behavior together with the volume of special knowledge form the basis of professional and moral stability of the future specialist. The professional competence of the future specialist, which acts as the dominant of professional and moral stability, is directly related to the problem situations of moral choice.

Having analyzed the key General cultural, General professional and profile competences of the 3rd generation of Federal State Education Standard for a number of technical specialties (mechanical engineering, architecture and urban planning, industrial and civil engineering, chemical technologies in industry, information technologies), as well as having used the observational data method (observation, testing, questionnaire survey), we have identified the main common professionally significant qualities of personality and competence of future specialists, technical profiles that form the basis of their professional and moral stability.

We consider professionally significant qualities of the personality of the future specialist of technical profile the following ones: tolerance to other culture during the projects preparation; responsibility and obligations to the customer, society and colleagues in the profession; flexibility of thinking and constant updating of knowledge.

Competences of future specialists of higher technical school are the willingness of ethical standards use regulating the relationship of man to man, society, and the main forms of social behavior regulation; the ability to solve tasks at a high professional level; the ability to create products that increase efficiency; the ability to acquire new knowledge independently using modern educational and information technologies; the ability to implement promising lines of intellectual, cultural, moral and professional self-improvement; the ability of social and everyday communication in one of the foreign languages; the ability to work in a team, to state correctly the point of view, to offer new solutions; the ability to find compromises, to correlate the opinion with the opinion of the colleagues; the ability to abstract thinking using mathematical models; the ability to be a competitive person, to adapt to the changing conditions of modern society; the ability to comprehend the social significance of the future profession, high motivation to perform professional activities [12].

5. Conclusion

Interrelation of the considered categories of professional and moral stability, their separate distinctive characteristics allowed us to formulate definition of "professional and moral stability of the future specialist" concept as the integrative quality of the personality providing stable efficiency of professional activity of the future specialist, its self-realization and development of moral potential according to norms of the General and professional culture.

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