

Development of Professional Competencies of Students in the Process of Practical Training at the University

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Keywords: Professional Competencies, Model, Practical Training, Students, Development, Teacher-Psychologist.

Abstract: The article substantiates the possibilities of formation and development of professional competencies of students during their studies at the university. Special attention is paid to practical training, which provides for the participation of students in the implementation of certain elements of work related to their future professional activities. The article describes the developed author's model of the development of professional competencies of a student in the process of practical training at a university, which highlights the subject, object, subject elements and three levels of professional skills: strategic, tactical and operational. The model of professional competence development, based on the identification of specific professional skills and actions of the student at the university stage of training, provides an effective solution to the problems of practical training of students for their future professional activities as a teacher-psychologist.

1 INTRODUCTION

In the modern conditions of improving the system of higher education, the task of establishing and developing professional competencies of students at the university stage of training is particularly relevant. Education at the university requires the introduction of such new educational technologies that contribute to the creation of optimal conditions for improving the professional competencies of students. As part of the implementation of the competence-based approach, the Federal State Educational Standards of Higher Education provide for the development of a number of competencies in students as a set of knowledge, skills and possessions, as well as the ways of their activities used in the conditions of modern requirements of employers.


2 RESEARCH METHODOLOGY


Analyzing the concepts of «competence» and «competencies», we will pay attention to their main types, approaches in the interpretation of both domestic and foreign scientists.


N. S. Rozov identifies two sides in the content of competence. The first side relates to the ability to assimilate cognitive and practical innovations, and the second to the ability to determine the educational requirements for each type, profile, level of the educational system (Rozov, 2000).

It is obvious that competence is not limited only to theoretical knowledge, it takes into account, first of all, the ways of practical activity. The presence of competence can be detected by the results of professional activity.

So, for example, A. V. Morozov notes that «competence is the tumor of the subject of activity, are formed in the process of training, which is a systemic manifestation of knowledge, skills, abilities and personal qualities to successfully solve functional

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tasks that make up the essence of professional activity» (Morozov, 2019).

N. A. Moreva identifies the following components of professional competence of the teacher:

- professionally informative, which assumes that the teacher has certain theoretical knowledge of the basics of human sciences;
- practical (professional activity, including professional knowledge and skills);
- professional and personal, consisting of personal qualities that determine the position and orientation of the teacher as a person, individual, subject of activity (Moreva, 2005).

Having analyzed the main approaches to the concept of «competence», we will pay attention to what competencies should be formed among university students in order to carry out effective professional activities. In the publications of modern domestic researchers, competencies are considered as a new goal of education, which determines the professionalism of future professional activity and process management in accordance with the requirements of the case, as well as the development of the ability to independently solve problems and evaluate the results of their own activities (Barketova, 2017; Vorobyov and Murzaeva, 2017; Ganicheva, 2007; Kameneva, 2017; Melnikova and Pivnenko, 2018; Morozov, 2019; Ozerova, 2017; Putilovskaya, 2015, etc.).

In the research of scientists, various types of professional competencies are considered and justified (Bashkireva et al., 2020; Ganicheva, 2007; Morozov and Kozlov, 2019; Morozov and Mikhaleva, 2018; Ozerova, 2017; Putilovskaya, 2015, etc.). The interpretation of the concept of «social competence» is interesting. J. Raven believes that social competencies are inextricably linked with professional (subject) and methodological competencies (Raven, 2002). Among the social competencies, the communicative competence is particularly distinguished.

In studies of communicative competence, attention is drawn to the fact that it ensures the readiness of the individual for self-realization and self-determination and, in addition, is a means of creating and enriching the inner world of a person (Isaeva, 2006; Prisyazhnaya, 2006; Putilovskaya, 2015, etc.). Communicative competence is understood as a complex education that ensures the success of the implementation of priority tasks of communication and self-realization of the individual, where the transfer and exchange of knowledge and results of activity takes place.

A number of foreign scientists identify in their research such key competencies (or qualifications) as:

- communication skills;
- ability to cooperate;
- flexibility;
- creativity;
- thinking in relationships;
- independence.

They also pay special attention to the development of the ability to see and solve problems, the willingness to learn, to achieve their own goals, to make decisions, the ability to concentrate, endurance, accuracy, analytical thinking, logical thinking, abstract thinking, independent learning, the ability to criticize, the ability to make judgments, knowledge of foreign languages, etc. (Boyatzis, 1982; Didi et al., 1993; Rychen and Salganik, 2002; Spencer, 2005, etc.).

Based on the analysis of modern research on the formation and development of competencies, it can be concluded that professional competencies should be considered as a system of professional and personal knowledge, skills and qualities of a person that integrate a humane and valuable attitude to others, a creative approach to work, and a constant focus on personal and professional improvement. The properties we study (awareness, skills, practice, attitudes, values, inclinations) are determined as endogenous, latent, latent. They act as a general focus and willingness to work. Awareness gives an idea of an individual as an accomplished professional personality (Morozov, 2019). Particular importance in this process is given to the development of professional competencies of the student through practice-oriented training.

3 RESULTS AND DISCUSSION

Based on the results of the analysis of theoretical and practical research, we developed a model in which we identified the structural elements and justified the content of the professional competencies of the student of the future teacher-psychologist. The model is built as a system of three interrelated components.

In each component of the model, there are three levels of implementation of professional skills.

3.1 Justification of the Model of Development of Professional Competencies of the Student in the Process of Practical Training

In order to make the model meaningful, we identified a number of professional skills and actions of a student who performs practical training in the framework of various types of practice, as well as studying a number of psychological and pedagogical disciplines.

This structure of the model reflects how the future teacher-psychologist can express himself as a subject of professional activity, what he does in the process of practical training and what product he receives as a result of real activity.

This approach in the content content of the model of professional competence development is based on the specific professional skills and actions of the student of the future teacher-psychologist in the process of practical training at the university. Based on this, we have identified three levels of professional skills: strategic, tactical, and operational, the content of which is disclosed and specified in each procedural element of the model. Let's pay attention to each element represented in the model:

1. The *subject element* of the model. It mainly characterizes the skills of a future teacher-psychologist to direct their activity to themselves in order to manifest and replenish the level of development of professional competencies. This element of the model reflects the student's ability to be a subject in relation to himself, his future professional activity and the results obtained.

The subject element of the model is based on the student's skills that reflect the process of planning, implementing and analyzing the completed cycle of managing oneself, the object and subject of one's future professional activity.

Subjectivity, as one of the manifestations of personality, is also formed as a result of education (Bashkireva et al., 2019; Morozov, 2018). Therefore, the trainee student with his inner world must learn to recognize himself as free, so he must be able to predict and anticipate the consequences of his actions. Thus, in the subject element of the model, attention is drawn to the qualitative originality of the student, the future teacher-psychologist as a manager and creator of the spiritual and spiritual potential – his own, and that of his wards.

2. The *object element* of the model for the development of professional competencies of the future teacher-psychologist reflects the features of the student's activities and communication during various

types of practices and in the process of practical training in the study of psychological and pedagogical disciplines. It should be noted that they are differentiated taking into account the composition of the participants of the microsystem, to which the psychological effects are addressed: students (children of different ages), students, future teachers-psychologists and teachers. The object element of the model is based on the student's ability to actualize and implement the readiness to master professional competencies in the process of studying, developing and correcting the manifestations of activity and communication of a teacher-psychologist.

3. The *subject element* of the model characterizes the product of professional activity, which is achieved as a result of its implementation, that is, as a result of the interaction of the future teacher-psychologist with all subjects of the educational process (students, teachers, parents, colleagues). The subject element of the model focuses on the student's skills, which involve the development of the ability to identify, evaluate, analyze and take into account the results of various actions of students and their own pedagogical results.

The model developed by us in the course of the study was based on the structure of the teaching competence of the teacher in the process of pedagogical practice (Ganicheva, 2007).

The relevance and significance of the model developed by us is as follows:

- on the basis of the model, it is possible to design and achieve a certain level of development of professional competencies of students through the organization of activities for the development and application of a complex of strategic, tactical, operational skills for the implementation of professional activities;

- the model can be used as a basis for the study of the level of formation of professional competencies of students in the process of practical training at the university.

In addition, in the model of the development of professional competencies of a student in the process of practical training, we have identified three levels of professional activity skills: operational, tactical and strategic.

In the model developed by us for the development of professional competencies of a student in the process of practical training at a university, we have identified three levels of professional activity skills: operational, tactical and strategic.

The first level – operational details the cycle of actions that ensures the implementation and

development of professional psychological and pedagogical activities.

The second level-tactical specifies the goal of the student's future teacher-psychologist activity, as well as the set of tools and techniques necessary to achieve it.

The third level is strategic. He sets the main direction of the position, tasks and results of his own activities, highlighting the perspective of managing his professional activities that he predicts.

3.2 The Role of Practical Training in the Development of Professional Competencies of a Student at the University Stage of Training

The formation and development of professional competencies of a student at the university stage of training directly depends on the possibility of consolidating and deepening theoretical knowledge in solving practical professional problems in the process of various types of practice, such as: industrial, pedagogical, research and other types of practice. An important feature of all types of practice is that future teachers-psychologists at the stage of training at the university get acquainted with the theoretical provisions of psychological and pedagogical disciplines that are of great importance for their future professional activities. In the course of this practice, students begin to realize themselves as active subjects of professional activity, which contributes to the development of professional self-determination and the formation of the foundations of professionally significant personal qualities.

At the same time, there is a need to consider practice as a type of student activity, within which a system of professional actions is mastered, aimed at solving various psychological and pedagogical tasks. So, for example, pedagogical practice in higher education institutions is aimed at the formation of professional competencies of the student and preparation for the integral performance of the functions of a teacher, the organization and management of the educational process, the improvement of professionally significant and personal qualities.

In addition, professional competence is realized, revealed in the process of pedagogical activity, and no less important circumstance here, in our opinion, are such actions of the student, which are aimed at developing the ability to formulate goals and objectives for the implementation of the main activities with the subjects of the educational process in the upcoming activity as a teacher-psychologist. In

our opinion, it is in the process of teaching practice at the university that real conditions are created for the future specialist to master professional activities.

The curriculum implemented in the direction of training «Psychological and pedagogical education» provides not only various types of practices, but also subjects of the psychological and pedagogical cycle, among which we can distinguish such as: «Socio-psychological training», «Pedagogical communication», «Practical training on solving pedagogical problems», «Psychological Service», «Psychological assistance», etc. It is in the process of studying these disciplines that real conditions are created for the development of professional competencies of the future teacher-psychologist.

Practical classes in these disciplines (seminars, laboratories) are organized, among other things, in the form of practical training, which provides for the participation of students in the implementation of certain elements of work related to their future professional activities.

Practical training involves performing various types and forms of practical work, such as: project development, solving specific practical and educational tasks, using case studies, business and role-playing games, training, working on a simulator according to the profile of professional activity and the orientation of the educational program. Especially interesting are such forms and methods of stimulating and motivating learning, as: discussions, round tables, polemics, debates, as well as multi-level tasks and tasks, creative tasks, essays, etc.

Practical training is aimed at the formation and development of practical skills in accordance with the profile of the main professional educational program.

Let us pay attention to some practice-oriented disciplines, in which, from our point of view, practical tasks for the development of professional competencies of students, future teachers-psychologists are most effectively solved. So, we have developed a «Psychological and pedagogical workshop» as a variable course, during which the following tasks are solved:

- create conditions for mastering knowledge about the professional activity of a teacher-psychologist: about the organization of the pedagogical process, forecasting results, designing professional activity, its construction, implementation, analysis and evaluation of the results obtained;
- master the specifics of the main areas of activity of a teacher-psychologist: correctional and developmental, diagnostic, preventive, educational, and consulting;

- to update and develop professionally significant qualities of the personality of a teacher-psychologist.

In the cycle of disciplines of subject training, special importance is given to the subject area «Psychology», which includes such courses as: «Pedagogical communication», «Socio-psychological training». It is very effective to use the elements of training in the laboratory and practical classes, during which students not only get to know each other better and get to know each other better, but also learn to analyze their thoughts, feelings, desires, reflect and correct their behavior, acquire communication skills, gain self-confidence. All this helps future professionals to become themselves, overcome complexes, break down stereotypes, anticipate possible difficulties and determine ways to implement them, see the prospects for their personal and professional growth.

In the course of studying the discipline «Practical training for solving professional problems», conditions are created for the synthesis of knowledge in psychology, pedagogy and teaching methods of the subject. This is due to the fact that by modeling various pedagogical situations in practical classes, students of the training direction «Psychological and pedagogical education» learn to manage such pedagogical processes as development, education and training, synthesizing theoretical knowledge obtained during the study of courses in psychology, pedagogy, and teaching methods of the subject. This synthesis of knowledge creates a comprehensive understanding of pedagogical phenomena in students.

It is important to take into account that in the development of psychological and pedagogical disciplines at the university, which form the ability to analyze their own activities, reflection plays an important role as one of the components of the overall psychological culture of the student, ensuring the development of professional competence. Reflection is a way and means of professional and practical activity of a student, a future teacher-psychologist.

E. I. Isaev identified the following forms of reflection:

- *believing*, which is aimed at generalizing one's own educational and professional experience;
- *comparative*, aimed at its full assessment;
- *defining*, aimed at determining their own educational and professional positions, capabilities, readiness;
- *synthesizing*, on the awareness of the goal, means and result of one's own activity;
- *transcending*, aimed at the infinite reflection of one's own potential (Isaev, 2000).

In order to develop professional competencies, it is necessary that the future teacher-psychologist has developed all forms of reflection.

The result of this work is the analysis of the acquired knowledge in the process of practical work of students in the classroom, as well as when performing independent control work. The content of the study of such a discipline as: «Workshop on solving professional problems» includes the following tasks:

- preparation of a fragment of the lecture (for teachers, parents and students) in accordance with the requirements for its content and reading;
- development and preparation of educational and practical tasks;
- self-analysis of self-developed notes of classes, lessons, educational activities;
- solving pedagogical situations and tasks of the micropracticum.

It is necessary to pay attention to the fact that these actions, the development of which is planned in the process of studying psychological and pedagogical disciplines, help the student to improve the assimilation of educational material with an optimal combination of program requirements with the potential capabilities of students. Interest in academic subjects in the process of studying psychological and pedagogical disciplines at the stage of study at the university, of course, allows you to update and develop the professional motivation of students.

In addition, the motivational component is one of the guiding factors of practical activity and professional development of students in the process of mastering psychological and pedagogical disciplines. Educational activity can be motivated and regulated by a complex of motivational components: the need for new knowledge, skills and possessions, the desire for competence and skill, the need for self-improvement and self-realization, etc.

It is worth noting that, for example, in the laboratory and practical classes on the course «Psychological Assistance», not only the meaning and meaning of providing psychological assistance to the subjects of interaction is revealed, but students, future teachers-psychologists are led to introspection and awareness of their own professional motives in the process of implementing an individual approach to children and interaction with teachers, parents and administration.

Another important condition for the effective preparation of a future teacher-psychologist for professional activity is the personality of the university teacher himself. It is the teacher who largely determines the level of students' interest in

the subject, the pace and effectiveness of the learning process, the dynamics of their psychological and pedagogical literacy, the success of purposeful formation of professional competencies.

4 CONCLUSIONS

The development of professional competencies at the university stage of training provides for the development of a number of competencies in students as a sum of knowledge, skills and possessions, as well as the ways of their activity, which are necessary in order to carry out professional activities professionally.

Professional competencies should be considered as a system of professional and personal knowledge, skills and qualities of a student, a future teacher-psychologist, which are constantly aimed at their personal and professional improvement.

The model developed and presented by us for the development of professional competencies of a student in the process of practical training at a university includes three main components: subject, object, and subject. It is based on the identification of specific professional skills and actions of the future teacher-psychologist, which include three levels of professional skills: strategic, tactical and operational. The content of all three levels is revealed and specified in each process element of the model.

The model of the development of professional competencies of the student in the process of practical training at the university allows us to distinguish such types of practice at the university as production, pedagogical, within which real, effective conditions are created for the future teacher-psychologist to master a competent professional activity. In addition, the study of a number of psychological and pedagogical disciplines, which are planned and organized in the form of practical training at the university, is also directly related to the implementation of the main types of professional activities of the future specialist.

Thus, the model developed by us for the development of professional competencies of a student in the process of practical training at a university helps to use the acquired knowledge and skills to conduct a competent analysis of professional tasks and effectively build the necessary strategy and tactics for their solution in the process of studying the disciplines of the psychological and pedagogical cycle and organizing and conducting various types of practice with students. All this ensures the achievement of the main goal-an effective solution to

the problems of preparing students-future teachers-psychologists for professional activity.

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