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Integrated Nature of Professional Competence

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Abstract

The authors examine the essence of professional competencies determined by the modern development of higher education on the basis of analysis of their integrative nature, essence and peculiarities. It reveals the nature of the integration of personality-oriented and professional knowledge of the control and its role in the competence formation. It reveals the importance of the integrative nature of the educational process in improving the education system. In the paper, the researchers point out modular training that enables the identification of the objectives and procedures of examination, assessment of the educational process. The researchers also showed that the subjects serve as a methodological basis, serve as a guide in the educational space. It is concluded that the use of technology of bringing together the practice and theoretical education, the formation of a practice-oriented training induces a change in the methodology and content of disciplines.

Keywords: Integration; integrative nature; competence; model; module; practice.

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1. Introduction

The internal component of competence (personal competence) is defined by the individuality of personality, it is natural in the system of human self-representations in society and in the social environment. To explicate the personal competence from the abilities of the individuality, to understand and evaluate the role in the society, to develop the vital plans that are based on personal value orientations, as well as on the motivation of the individuality. The external component of the competence is determined by the relation of individuality to society and the social environment. Since the moment of conscious choice of professional activity a man receives an orientation that defines the activity of the individual to meet the needs of individual professionalism.

2. Research

It is more difficult to trace the movement from basic research to applied one, and from the latter – to the technology in the humanities than in the natural sciences. The very boundary between basic and applied is less certain. From fundamental knowledge to the development of technology (applied research can be conducted) – movement quite possible and legitimate in the humanities.

Actually, the idea of humanitarian technology allows to see anew the humanities, their possible impact on the state of society and human life. A challenge to create a technology becomes a powerful means of "justification" of humanities, a proof of its usefulness in a pragmatic society. Much of what used to be called methods and methodologies, means of influencing the human and ways of organizing social structures, today receives the status of technology – "social", "humanitarian", "social and humanitarian." To understand the essence of humanitarian technologies both of these meanings are. It is hardly possible to simply divide the "social" and "humanitarian" technologies. The focus of the first on social communities, and the second – on the individual (or individuals) easily enough allows to understand the difference only at the level of distraction. When it comes to specific technologies, this easiness can be lost. For example, advertising technology, addressed to individuals, considers the latter as a target group and aims to achieve certain social effects.

In some cases (for example, in the case of individual psychological testing), you can talk about the humanitarian nature of the technology definitely enough. Trying to create a broad view of human technology, comprehending their nature and feasibilities, it is useful from time to time to relate humanitarian technology with the "ordinary" one, which provides securing a final product from raw materials and semi-finished products. The need of modern society for the social and humanitarian technologies is extremely high. It is about teaching and educational technologies, about technologies that improve the level of human solidarity, personal development, improvement of the social control mechanisms, the rational work management in the field of science, engineering and production.

Only a small part of the accumulated social and humanitarian knowledge resources is used today to create such technologies. In the modern scientific and technological revolution, the role of the natural sciences and engineering is growing: they contribute to their solution by forming a scientific view of the world. Expanding the human knowledge of the world, they deepen the scientific understanding of the world and of man himself. Natural and social studies elaborate the clarity and sharpness of mind, principality, they also induce moral responsibility for life on earth within humans. Within the framework of cooperation between science and morality one can also distinguish such an important aspect of the problem, as the impact of research activities on the moral portrait of those who have dedicated their lives to science. Research activities, consecrated by the great purpose of serving the community, the progress of mankind, is always associated with people of high morality.

The connection between science and production, political, social and economic aspects of social life determines the important role of the scientist in society.

The rapid development of science has put forward the question of justification of a certain research, in other words: are all kinds of research acceptable from the social viewpoint? The answer to this question is sole: only those studies, which are not directed against man and humanity, can be justified. The development of modern science, more than ever, requires higher social control and the increase of scientists' social responsibility for the results of their research, for the acceptability of the experiments conducted by them. Not only social, but also research phenomena should be socially evaluated, if they somehow affect the interests of the person. So, the impact of science on people's development is multifaceted, it affects directly or indirectly different spheres of human activity,