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FORMATION OF THE PROFESSIONAL COMPETENCE OF FUTURE CULTURAL STUDIES EXPERTS

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Abstract

It deals with the necessity of implementation the modern scientific approaches in a process of forming the professional competence of a future cultural studies expert and ways of their optimal combination. Modern researches in the professional training system of a cultural studies expert have been analyzed. It also highlighted a number of leading scientific approaches underlying the study of this system: personal, cultural, acmeological, systemic, synergetic.

Keywords: professional competence, synergistic acmeology, scientific approach, self-preparation, self-education, self-development, future cultural studies expert.

One of the major tasks of the higher pedagogical education system is to search for promising scientific approaches and technologies of training future specialists. Formation of professional competence of the cultural studies expert occurs in the unity of key universal and individual professional components. An important factor of the formation is integrity and consistency of knowledge, achieved by constructing integrated complex of historical and cultural subjects.

The problem of training a highly qualified cultural studies expert is rather complex. Philosophers, sociologists, cultural studies specialists, pedagogues and psychologists investigate this matter. General terms of implementing cultural approach to the system of professional education are substantiated in the works of V. Bibler, Ye. Bondarevskaya, I. Zyazyun, M. Kahan, B. Likhachov, O. Rudnitska, V. Slastion and others. Methodological bases and theoretical aspects of cultural training are revealed in the works of A. Arnoldov, L. Kravchenko, V. Maslov, L. Masol and others. A. Alekseyuk, V. Bondar, N. Demianenko, A. Kapska, L. Kravchenko, M. Lazarev, V. Oliynyk, O. Romanovsky, V. Sidorenkova give much attention to introduction of modern scientific approaches to the process of professional training. At the same time, modernization of the scientific approaches system to the formation of professional competence of future cultural studies experts is currently important.

Training of cultural studies experts in higher educational establishments is based primarily on obtaining basic specialized and professional knowledge upon historical and cultural subjects studying. However, not much attention is paid to the formation of professional competence as one of professional skills indicators of this specialist.

This article deals with the major ways of implementation and optimal combination of modern scientific approaches to the formation of future cultural studies experts' professional competence.

Professional training of future cultural studies experts is a process that reflects research and teaching activities of higher educational institutions, focused on the development of individual professional competence.

The analyses of current scientific attitudes to the formation of a cultural studies expert's professional competence define the following main approaches: personal, cultural, acmeological, systematic and synergetic, competency-based.

The ideas of personal and cultural approaches in the system of higher educational establishments are major aspects of investigation of future specialists training process. As future specialists have to make ethical, moral and ideological choices, set goals and objectives, make decisions and implement them, evaluate and regulate the circumstances and situations, then the connection between culture and teaching is rather important.

Personal approach involves usage of principles, methods and means, which form individual qualities and values by developing skills (honor and dignity, morality, health; rights and responsibilities,

subject-subject relations); the national values (love of country, nation, native language, history of culture, traditions; respect for state symbols); universal human values (good, conscience, knowledge, honor, family, genealogy, children, parents). Adequately formed complex of aforementioned values along with the implemented individual abilities, inclinations and human needs for self-realization and self-development are the basis for interests harmonize between man and society [7].

The highest level of interaction in the person-centered relationship between a teacher and pupils is a co-creation. A. Boiko defines it as „subject-subject interaction through teacher-pupils creative dialogue – searching of undisclosed potential opportunities of the educational process for the purpose of active self-expression and development of every child’s personality, as well as identifying the best spiritual qualities, all pedagogical and creative methods of the teacher” [3].

Major principles of the personal approach implementation, as some scientists say (I. Beh, Ye. Bondarevska, I. Zymnia, V. Slastion etc.), involve knowledge of individual characteristics of a student, constant study of interests, habits, attitudes, etc.; diagnostics of the personal characteristics formation level and their monitoring; changing of influence and interaction tactics of a teacher and a student in accordance with circumstances and educating situations; creation an environment for self-development and self-education of the student; formation of self-reliance, initiative, effective creative activity. I. Beh thinks that educational process can be greatly humanized and filled with high moral and spiritual feelings due to the personal approach. It may enable to build relationship of respect and justice and encourage a child to the personal development, creativity, revealing the potential at most.

According to the modern psychological and pedagogical approaches the natural entry of the individual into social life happens exactly through the culture. Consequently, the major task of a teacher of the higher educational institution is to create cultural environment for the development of professional competence of a graduate, and assistance in formation of values, personal characteristics, life environment, social life and ways of cultural self-realization (V. Bibler, Ye. Bondarevska, L. Kravchenko, O. Rudnytska etc.). Under the V. Bibler’s concept, cultural approach provides the uniqueness of each individual, directs the training process to make a student become a human of culture, who develops from „an educated human” to „a cultured person”, one with high aesthetic and humanistic views and attitudes on the formation and transformation the reality in accordance with laws of beauty, and who is capable to creative self-expression and self-realization [2].

The unity of personal and cultural approaches in the formation of professional competence of future cultural studies experts distinguishes by placing the culture as major source of personal, general and professional consonance. It is considered as a kind of integrity, and confirmed by A. Bakhtin’s fair statement: „three branches of human culture – science, art and life – are integrated only in an individual” [1].

O. Rudnytska defines a culture as a means of creative self-realization. Only a person with artistic sight, such as: interest in art; selective attitude to art works; artistic and aesthetic erudition; emotional response to art; adequate understanding of artistic information; the ability to interpret creatively the expressive content of art works; is capable to creative self-realization and spiritual self-improvement under the influence of artistic impressions on personal development. [10]

In the meaning of the cultural approaches to the formation of the specialists’ personal qualities, L. Kravchenko defines leadership skills. Being managers, teachers need to see themselves as leaders, who require continuous improvement. Communication skills, empathy, visual attractiveness, willingness to cooperate, organizational and creative potentials are qualities, which develop on the basis of adequate self-esteem and ongoing self-cultivation [8].

Among scientific attitudes to the formation of professional competence of future cultural studies experts, acmeological and systemic-synergistic components, based on the ideas of aforementioned approaches, are defined along with personal and cultural approaches.

Methodological guidelines of the acmeological approach are of primary importance for the formation of the graduates’ competence in educational process. The level and progress of new interdisciplinary human study reflect the thing. The urgency of the acmeology is determined by socially significant goals and objectives, which indicate the need for humane and effective development and involvement of human creativity [4].

N. Kosharna says that the object of research in acmeological approach to the formation of professional competence is a progressively developing individual with successful personal fulfillment and professionalism in particular field of activity. The subject matter is regularities, mechanisms, conditions and factors, which contribute to high professional achievements in a particular field of activity as well as personal and professional development [6].

Researchers determine the following characteristic features of the acmeological approach: progressive direction (constructive intention), intensity (avalanche dynamic of development), fundamental incompleteness (readiness to the next cycle of development). According to S. Semenov, the productive approach to the definition of „acme“ is an intellectual and dialectical model, where the process of intensive growth and qualitative development jump are the criteria [11]. Such characteristic of the approach orients modern educational process to continuous improvement of personal and creative development.

Historical and philosophical justification of present acmeology development allows defining its connection with cultural studies, philosophical anthropology and other fields of knowledge. So the acmeology goes beyond the psychology and actively uses the principles borrowed from other fields of scientific knowledge.

Synergetic acmeology appeared as a result of knowledge integration at the intersection of these research areas. It is a science about regularities, highest perfection activeness of any system in the process of self-organization. Self-organization of a human on the way towards the acme is multistage process, where major factors are self-tuition and self-realization.

The components of self-tuition are self-education, which contribute to human creativity development. The role of self-education in this process means the acquisition of knowledge and skills, which are informal in the system of education, but they are urgent for an individual in achieving the goals. Self-education is the process of human moral qualities establishing.

Considering the professional qualifications of the cultural studies expert in relation to acmeology, it is useful to distinguish its major types: special competence, which ensures the high level of professional activity and the ability to project its further development; social competence, which means common (group) professional activities, appropriate forms of communication, pedagogical interaction; personal competence, which provides the techniques of personal self-expression and self-development, which resist the professional deformation of the personality [5].

The abovementioned types of competence means the matureness of a person in professional activity, communication, in formation of personal qualities and proficiency. It is proved that all these types of competence may differ in one person. After all, an individual may be a great specialist, but to be not good at communication and self-development. In this case, it is possible to define high special competence and lower – social and personal competences.

It should be noted that the mechanism formation of the students' professional competence have to be manageable. It requires qualitative and quantitative analysis of the changes occurring in the training of future cultural studies experts, based on the actual development level of the separate components of the professional competence along with the search of ways to resolve the identified inconsistencies and disadvantages of students' professional development at studying.

Accumulated knowledge and skills, formation of moral guidelines require new quality of self-realization. This process, in its turn, has two components: self-expression and self-fulfillment.

Synergetic approach in acmeological environment of the faculty allows creating of perfect model of a cultural studies expert's self-organization, which provides correct generating of creative aspects of future specialist's professional competence.

Synergetic component of the competency approach to the training of a future cultural studies expert includes the following aspects: subject-subject characteristic of education, humanism, openness to innovations, self-development, self-organization, creativity, education, stimulation to lifelong studying, the ability to choose individual development path.

Systemic component involves the development of the future specialist's personality in relation to the cultural environment, which combines competence, systematic and synergetic approaches with the cultural, including personal and acmeological components. Thus, the formation of professional competence of a future cultural studies expert is considered as an integrated system with a set of interrelated components, which provide the conditions and resources necessary for effective functioning and realization of the individual potential in this system.

The prospects for further research lay in the development of practical guidelines for scientific approaches implementation at subject and inter-subject levels of future cultural studies expert's historical and cultural integrated knowledge.

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SOME ASPECTS OF PERSONALITY-CENTRED APPROACH IN TRAINING PHYSICS

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Abstract

In order to improve the result of teaching physics in high school, investigated existing or(e)found application personality-centered approach, grouped the methods of approach, describes the conditions of their application and identify areas for their implementation. At the same time the most important direction of methods of approach in teaching of physics is shown.

Key words: personally oriented education, methods of approach, methods of teaching physics.

Issues regarding personality-centered culture were always on the focus of attention as well as the subject of discussion at the all stages of development of society. This issue was in the highlight in Platon and Aristotle schools B.C. as well. In his book “Policy” Aristotle stated that human kindness is obtained with moral education and the moral education with experience and education.

From 19th century onward the English scientist Herbert Spencer's idea on one of the principal duties of European education: “It is the duty of education to prepare us for the life” clarified the concept and caused to extensive discussion. By developing his thoughts in this direction he emphasized the advantage of personality-centered education in the process of training-upbringing: “Children should make their personal findings and achieve results by themselves. They should be provided with less explanation so that they principally can make discoveries themselves” [7,9,10].