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THE COMPETENCE OF THE GRADUATES OF THE PHILOSOPHICAL FACULTY IN ACCORDANCE WITH EXISTING INQUIRIES AND CHALLENGES

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This article is devoted to the researching of competences that receive the graduates of the Faculty of Philosophy. The distinction between the concept of «competence» and «competence» is analyzed in it. The article shows the special role of philosophical education in the formation of the personality of a modern specialist. A model of the «ideal image» of the employee and the requirements that most employers impose on him is founded in this article. It is proved that the qualities received by masters and bachelors in philosophy fully correspond to the demands of the modern labor market.

Keywords: competence, philosophical education, master's degree, bachelor's degree, labor market, inquiries.

Introduction. Society is able to survive and develop only in the face of adequate responses to the challenges of the social environment. The main characteristic of modern society is the rapid change of ideas, the dissemination of information and the accumulation of new knowledge. These processes have influenced the development of the educational industry in Ukraine, which caused the increasing of the quality of training of specialists who can, after graduation, solve their serious scientific tasks independently and go to the level with advanced ideas of the theory and practice in a market economy. Therefore it is very important in the educational institution to instill in students a taste of scientific research, to teach them to think on their own at this stage.

Purposeful implementation of scientific research in the circles of the student scientific society of graduate students and young scientists in the higher educational institution contributes to the formation of a fully developed personality specialist, scientist. Graduating profiling chair, which is the basic methodological center for scientific work with students, organizes the scientific work of students. To direct the scientific research, she appoints a supervisor (one for 6–7 students) [7, c. 48].

The main statements. L.A. Spodin in his article 'The problem of higher education quality: the philosophical aspect' states, that today it is much more important to be able to think independently, to flexibly respond to the changes of life conditions, be capable of continuing education than to have a high level of knowledge and was not able to use it properly [4, c. 94].

Modern life conditions put forward their demands for future specialists, who are the driving force of the development of any state. Therefore, **the object of this article** is the identification of the necessary skills that each specialist must have in accordance with the market demands (challenges) of modern society. **The subject of this article** is the complex of general and special competences acquired by graduates of the Faculty of Philosophy.

Learn the ways of learning something new every day, learn to act, learn to live together, learn to live – in this way was formulated the global competences that is the basis of modern education. This position stays in the report «Education: A Hidden Treasure» «by the International Commission on Education for the 21st. Jacques Delor stressed that one of the core competencies

is learning to act in order to gain not only professional qualifications, but also in a broader sense of competence, which enables people to cope with various multiple situations and work in a group [2]. So, nowadays, the owning of professional competencies is more important than professional qualifications because it gives the opportunities to adapt to the changing world.

Unsettled parts of the general problem. But, what competencies are the most necessary for modern personality and how can they be formed?

The main material. Competence – includes a set of interrelated personal qualities (knowledge, skills, skills, methods of activity), assigned to a certain range of subjects and processes, and necessary for high-quality productive activities in this field [6, c. 135].

Competence is the cognitive abilities and skills that can be acquired during the learning process, and are necessary for solving certain problems.

Competence is a broader concept than competence, which includes a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, and the experience of social and professional life of a person.

For a comprehensive analysis of the socio-professional functionality of the graduate, researchers (A. A. Badayev, L. S. Kolodiychuk) use the graduate model, which allows to select and arrange individual groups of future specialist's traits. From the point of view of the selection of the content of training, the features that follow mainly from the characteristics of professional qualifications of a specialist are very important. Discussing the model features of the graduate, including his preparation for the future, the emphasis is increasingly on the need for arming future specialists with richer fundamental knowledge in a particular specialty. On the other hand, it is noted that it is important for graduates to develop such traits as the need for constant self-education, an active life position (creative, professional, public) [3].

This model highlights the essence of the competent approach, which is widespread in all European countries and is quite effective in adapting to the modern world conditions of the development of our society.

Real professional, in addition to basic knowledge, should have many different qualities and skills, in particular mastering the art of thinking, which allows you quickly solve most of your

problems, to have a creative approach to reality that will help you to integrate into the modern information society, to have a critical perception of the world that will promote wise decision-making, analysis and search of new information. Real professional should know the methods of cognition and activity, searching of evidence and verification of the validity of any knowledge. At the same time, these properties stimulate the aspiration of the individual to self-development and self-education, without which it is impossible to adapt to the modern, volatile world. That is why some scholars emphasize the necessity of moving to a new educational system that will be oriented towards the formation of an innovative person, who is in a state of search and is able to make non-standard decisions independently, is inventive and creative personality. Inventiveness becomes an archetype for an innovative person, and the ultimate goal of learning is to form the own research position. It means that the process of transition into educational activities from the school of memory to the Institute of Thinking is gaining importance.

The important role in the formation of some qualities of thinking personality makes the philosophical education, the purpose of which, according to L.F. Fedotova, is to help a person to improve and develop ideological, spiritual, moral, aesthetic settings, ideals, and values of the individual, who will help to overcome all life's difficulties and reach the success because the specificity of philosophizing is a constant movement of thought, a desire to understand, aware, change something in inside our souls, it is an incentive to work on oneself [5] and for his/her spiritual sphere.

Intellectual potential is formed precisely by improving the potential of the spiritual sphere of humanitarian development of society by means of raising citizens' education, which helps to adapt people to innovations that are the modern world characterized. That is why it is important to determine the place of philosophy for the world educational space. To do this, it is necessary to substantiate the functions of the philosophy of education, to analyze the usage of philosophical approaches and methods in higher education systems of different countries, the role of philosophical education in meeting the contemporary world challenges of Ukrainian society. To perform these tasks should be used the method of comparative analysis to identify the role of philosophy in different countries and a systematic approach to show the integrity of the value of philosophy for the whole society.

Investigating the problems of professional training of senior management in different countries of the world, V. Grinenko emphasizes the existing experience in foreign educational institutions in training of highly professional specialists in accordance with the developed model of professional competence. Such a model reflects the «perfect image» of an employee. Its components are: a set of knowledge, skills and abilities; relationships and forms of behavior that can be contemplated and evaluated. Analytical review of literature allowed her to determine the set of competencies of future specialists with higher education. The structure of the various competences of graduates of universities, in addition to professional, necessarily

includes socio-cultural and psychological and pedagogical components [1].

Thus, a graduate of a modern university should have particular qualities that will help him:

- Flexibly adapt to changing situations of life, independently acquiring the necessary knowledge and skillfully applying them in practice to solve various problems;

- think critically and independently, be able to see the difficulties encountered in the real world and look for ways to rationally overcome them, using modern technologies, be able to generate new ideas, to think creatively;

- work correctly with information, to be able to find the facts necessary for researching the certain task, to analyze them, to put forward the hypotheses of solving problems, to make the necessary generalizations, to compare with similar and alternative variants of consideration, to establish statistical laws, to formulate reasoned conclusions that will help to identify and solve new problems;

- Be sociable, contact in different social groups, be able to work together in different situations, avoiding or skillfully negotiating in conflict situations;

- To work independently on the development of own morality, intellect, cultural level.

Confirmation of these requirements can be found in the studies by Oleksandr Chernyak and Anna Kharlamova, who argue that employers are open to employees who are flexible and want to gain new knowledge; organized and able to work in multi-tasking mode, punctual, behave professionally, are responsible for timing/deadlines without reminders; capable of taking responsibility for themselves, reliable and honest; understand when there is a place for discussion, and when it's time to follow the instructions strictly [8].

It means that a specialist, besides basic knowledge, must also have such general cultural competences as the ability to communicate in oral and written forms, the ability to work in any team or group, the ability to self-organization and self-education. These and many other qualities are formed by students during their studies at the Faculty of Philosophy. According to a competent approach, a graduate of the Faculty of Philosophy with the degree of «bachelor», who is a probationer-researcher in philosophy, should be able to create databases of different levels, apply interdisciplinary methods of establishment of the literature foundations of a particular problem and evaluate the intellectual phenomena or events. To do this, he should have the ability to apply different methods of scientific and philosophical research in professional activities (professional competence). Also, the graduate must conduct a primary philosophical analysis of multi-sectoral problems using learned methods that require such general-professional competence as possession of methods and techniques of logical analysis, the willingness to work with the scientific texts and semantic constructions contained in them. The ability to conduct analytical scientific work entails mastering such a general cultural competence as the ability to abstract thinking, analysis and synthesis.

A graduate of the Faculty of Philosophy can also provide the work of various intellectual col-

lectives in solving actual practical issues: round tables, conferences, discussions, panels, etc. For this specialist should be able to plan, organize and manage their professional activities correctly and should be able to work with different teams.

A graduate of the Master's Degree in the Philosophy Faculty who, according to a diploma, can work as a junior researcher and teacher of a higher educational institution, must, first of all, have the knowledge and competence of our bachelor's education program, as well as be able to:

1. Distinguish the main problem in a definite direction of research in a particular branch of science or a set of sciences. It means to have such professional competence as the ability to formulate specific tasks on their own and conduct their in-depth development.

2. Apply the skills of conducting scientific research in solving the actual problem of philosophy in the integrated interdisciplinary dimension, which requires profound knowledge of contemporary problems of philosophy, readiness to propose and reasonably substantiate the ways of their solution (general professional competence).

3. To carry out a methodologically completed philosophical analysis of multidisciplinary problems. This process requires possession of scientific research methods, the ability to formulate new goals and achieve new results in the relevant subject area (professional competence).

4. To create educational and methodical materials of the institution curriculum. This requirement cannot be fulfilled without such general-professional competence as the ability to solve the stand-

ard tasks of professional activity on the basis of informational and bibliographic culture.

5. Summarize the results of scientific research in the form of a scientific report, scientific printing and electronic products that needs the ability to use in practice the skills in organizing research and project work and skills in the preparation of service documents.

6. To conduct pedagogical activity in philosophy and related fields, scientific seminars, that need the ability to use in-depth specialized professional knowledge in philosophical disciplines (professional competences).

7. To conduct scientific research within the philosophical subjects, to publish the scientific results in the sources contained in scientific metrics bases. This demand requires such professional competence as willingness to conduct scientific research.

8. Ensure the work of the scientific sector during the assembly of scientific communities: round tables, conferences, discussion panels, etc. Execution of this demand requires the skills of organizing and conducting discussions (professional competence).

Conclusions and further research prospects. Thus, according to the formed competencies, graduates of the Faculty of Philosophy can be both good executors and managers. The higher philosophical education is capable to form a professional specialist with the qualities that are the main for an employer in selecting the best workers because the graduates of the Faculty of Philosophy have such competencies that meet not only scientific needs but are also needed for everyday activities in any sphere of public life.

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КОМПЕТЕНЦІЇ ВИПУСКНИКІВ ФІЛОСОФСЬКОГО ФАКУЛЬТЕТУ У ВІДПОВІДНОСТІ ДО НАЯВНИХ ЗАПИТІВ

Анотація

Дана стаття присвячена розгляду компетенцій, які здобувають випускники філософського факультету. В ній аналізується розрізнення понять «компетенція» та «компетентність». В статті показана особлива роль філософської освіти у становленні особистості сучасного фахівця. Тут також була виявлена модель «ідеального образу» працівника та вимоги які висувають до нього більшість роботодавців. Доведено, що якості, які здобули магістри та бакалаври з філософії повністю відповідають запитам сучасного ринку праці.

Ключові слова: компетенція, філософська освіта, магістр, бакалавр, ринок праці, запити.

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КОМПЕТЕНЦИИ ВЫПУСКНИКОВ ФИЛОСОФСКОГО ФАКУЛЬТЕТА В СООТВЕТСТВИИ С ИМЕЮЩИМИСЯ ЗАПРОСАМИ

Аннотация

Данная статья посвящена рассмотрению компетенций, которые получают выпускники философского факультета. В ней анализируется различие понятий «компетенция» и «компетентность». В статье раскрыта особая роль философского образования в становлении личности современного специалиста. Здесь также была обнаружена модель «идеального образа» работника и требований, которые предъявляют к нему большинство работодателей. Доказано, что качества, которые получили магистры, и бакалавры по философии полностью соответствуют запросам современного рынка труда.

Ключевые слова: компетенция, философское образование, магистр, бакалавр, рынок труда, запросы.