

MAIN APPROACHES TO THE DEVELOPMENT OF PROFESSIONAL PREPARATION OF STUDENTS OF TECHNICAL UNIVERSITIES

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ABSTRACT

The purpose of this scientific article is to study the problem of developing students' competitiveness in the process of vocational education at a university from a scientific and pedagogical point of view and the development of basic approaches.

Keywords:

Professional Activity,
Synergistic, Competitive
Staff, Education System,
Component.

INTRODUCTION

The author needs to report the results in sufficient detail so that the reader can see which statistical analysis was conducted and why, and later to justify their conclusions.

In the development of world education, the development of the state and its socio-economic, modern scientific and technological development, integration of science and industry, scientific and technical information, scientific and innovative ideas, rapid development and start-up of startup projects, expansion of professional activities. the principles of continuity are manifested on the basis of regular dynamic change in line with today's requirements. A clear example of this is the high ranking of developed countries such as the United States, Europe, South Korea, China, Singapore, Japan in the world rankings for scientific and innovative work, training system, professional training and competitiveness to ensure continuity and continuity in the education system. Therefore, it is important that the staff of universities included in the TOP-1000 is competitive, has sufficient knowledge, skills and qualifications in the field of production, their specialization.

Therefore, the study of the problem of assessment of the process of development of professional readiness of university students in higher education in our country and abroad. In the current development of higher education, a comparative analysis of the above-mentioned principles and approaches in the development of competitive higher education graduates will be carried out. In the context of constantly changing educational reforms and market economies, the competitiveness of every working member of society is important. Since society is made up of individuals, special attention should be paid to the development of the competitiveness of individuals (skilled craftsmen, specialists, etc.).

METHOD

Strategic behavioral factors include:

- a) means that the student is constantly striving for success in their studies and future careers;
- b) have the skills of self-management acquired during the educational process, as well as the ability to independently manage life's aspirations; - striving to fully master their future profession;
- c) Demonstration of a high level of personal business ability by the student.

Factors of a student's tactical behavior during higher education include the actual steps a student takes to achieve his or her strategic goals:

- a) Intensive acquisition of knowledge by the student from the beginning of the program of higher education;
- b) Use the planning system in their lives and studies;
- c) The process of continuous monitoring of their training and the results of its preparation.

RESULTS AND DISCUSSION

In our view, the rapid development of a competitive personality in recent years has highlighted the need to introduce new approaches and innovations in education due to the urgency of introducing strategic planning into vocational education practice based not only on studying students' intellectual and creative abilities but also on successfully competing in the labor market.

A scientific-theoretical and methodological comparative analysis of the current state of the problem of developing the competitiveness of university graduates in professional activities allows us to determine the individual's propensity for development, changing life activities in a particular society, as well as individuality in the professional field. Therefore, the consideration of the concept of "student ready for professional activity in higher education" - a future specialist is carried out by us by maintaining contact in terms of self-improvement of the individual, as well as the implementation of the problems of his professional activity [1-3].

Consideration of current issues in the theory and practice of higher education on the problem of developing the competitiveness of university graduates, a detailed description of the concept of "student ready for professional activity in higher education" by a number of professors and teachers of higher education in the country, development of higher education in modern socio-economic conditions are trying to develop its theoretical aspects as the main category for [3-4].

The research conducted by us on the development of professional competitiveness of university graduates is a psychological, pedagogical and economic problem. The development of competitiveness of a competitive university graduate in professional activities depends on several factors, including: the inertia of higher education; Devaluation of university diplomas; growing demands from the employer; changes in the modern labor market, and so on.

The essence of the problem of developing the competitiveness of university graduates in their careers is that the development of young professionals today does not meet the criteria of a market economy, the low potential of graduates in modern working conditions - all this significantly reduces the competitiveness of university graduates in the domestic labor market.

As noted in the study, in terms of increasing competition between higher education institutions, special attention is paid to the competitiveness of graduates in the labor market, increasing employment problems, the impact of higher education on the professional career of students. The current situation reduces the demand for young professionals among employers, changes in the requirements for training in higher education, weakens the relationship with the employer, reduces the chances of graduates to obtain a diploma and employment. The limited ability of graduates to move and survive in a competitive environment requires the inclusion of current issues of strategic planning in the practice of vocational training in our country [5].

In this case, we can talk about solving the problem of strategic planning for the development of graduate competitiveness in higher education practice. The problem of strategic planning for the formation of professional competitiveness of university graduates is reflected in the process of accumulation and development of knowledge and skills of a particular profession in the training of specialists in a market economy, subject to its own laws setting certain requirements for young graduates.

The need to address the problem of strategic planning of the process of developing student competitiveness draws the attention of experts to the development of the student's professional approach, which should focus on independently determining the content of future professional activities, including options and methods of solving competition-related professional problems. In this case, the competitiveness of the graduate should be considered in terms of personal and subjective results of specialists [6].

On the basis of this research, another problem is to create and develop ways to solve the problem of developing the competitiveness of graduates - to comprehensively diagnose the labor market and solve the problem of transfer of educational services.

In order to achieve the goal in the field of labor relations, it is necessary for a young specialist to have a competitive advantage, which allows him to understand that a university graduate has a certain advantage over existing competitors. In this case, the student's attempt to strengthen their competitiveness must rely on a group of factors of strategic and tactical importance. It should be noted that the factor of strategic behavior is a factor of achieving strategic and tactical goals, which means that the graduate must be ready to compete in the labor market.

The task of university professors is to develop methods and tools for the development of professional competitiveness of graduates of higher education, as well as modern educational theory. In addition, the development of professional competitiveness of university graduates activates the need to review the work of all subsystems involved in this process, namely, targeted, functional-meaningful, organizational-methodological, evaluation, practice-oriented and informational activities.

Summarizing the different views on this issue, it should be noted that in addition to the traditional necessary knowledge, skills and abilities, employers focus on the professional needs of professionals, their motivation, positive personal values, ability to achieve goals, the desire to constantly expand the professional worldview, self-improvement and independent development.

Based on the content of our research, in terms of strategic planning of professional competitiveness of university graduates, special attention is paid not only to the development of competitive qualities in young professionals, but also the development of graduates' interest in jobs in the labor market. At the same time, the competitiveness of graduates as highly qualified professionals in modern society is reflected in their deep knowledge in the field of professional activity, advanced professional and personal characteristics, ability to adapt to changing socio-economic situations, personal responsibility in performing tasks. Therefore, a student of higher education who is ready for professional activity should have personal characteristics, they should strive for better professional development, a more comfortable and successful position in a particular field of the labor market, its demand and need as a specialist [2-4].

Clearly, the study of events and processes that occur as a result of strategic planning for the development of competitiveness of graduates in professional activities,

the search for mechanisms to implement the strategy of competitiveness of graduates and the development of conditions. In many respects, these fundamental changes stem from the nature of the system of interaction between employers and universities in recent years, as well as the nature of the system of cooperation between public and private universities in training highly qualified specialists. In fact, the involvement of qualified professionals by the employer to develop and optimize their human resources is in many respects an important factor in the development of its ability to survive in the market and its economic speed.

Our analysis of the situation in higher education shows that the main factors that reduce the opportunities for professional self-development of graduates, slow down their professional growth and increase the competitiveness of young professionals in the labor market need to be taken into account. The development of a competitive individual in the practice of higher education allows to eliminate the negative factors that reduce the opportunities for his professional development. Today, measures, technologies, methods, etc. to improve the professional preparation of their students by universities can not be considered effective. Therefore, it is necessary to create a new model of teaching students to work by improving the quality of training of university students, contributing to the strengthening of their competitive advantages. We see the solution to this problem in the development of an educational strategy and the formation of competitiveness in the implementation of strategic planning practices for the development of competitive higher education graduates.

Problems in the field of competitiveness development - by studying the abilities of graduates, we came to the conclusion that it has differences in terms of theoretical content: understanding the content of the concept, the existence of different approaches to its methodological justification; interpretation of this pedagogical phenomenon as a process, the lack of general, more important conditions for the development of this quality of the person; identifying the development of these qualities in the individual and combining a number of similar problems in this regard.

The concept of a competitive graduate in vocational education has not been theoretically fully explored. Our scientific analysis shows that the concept of "competitiveness" as a subject of economic life is widely interpreted in relation to man, and as a scientific concept is analyzed by different fields of knowledge, each field of science has its own character and interpretation.

The authors use the principles of "individual competitiveness", "professional competitiveness of graduates", "competitiveness of the organization", and "competitiveness of working resources".

Such a definition of the formation of competitiveness is conditioned by the methods of formation of competitiveness, which are reflected in three stages: 1) personal - the individual human level; 2) socio-group - level of organization, enterprise; 3) mental - at the macro level of the region, the state. On this basis, we believe that there is no universal definition of competitiveness, since it depends on which object or subject it applies to.

It can be seen that the diversity of approaches to the analysis of the competitiveness of graduates of higher education institutions reflects the uncertainty of the substantiation of the analyzed concepts, thus justifying the imperfection of the conceptual apparatus that requires clarification.

Thus, in the order presented by us, it is expedient to define the concept of "professional readiness of university graduates":

- 1) comparative critical analysis of known approaches in the interpretation of the main aspect, allows to determine the essence of this category;
- 2) the interrelationship of the identified approaches with the author's approach;
- 3) substantiation of the analyzed concept;
- 4) clarify the points made.

As noted above, in scientific publications, we have found various definitions of the concept of "competitiveness" of university graduates. Some scholars believe that it is an integrative quality of a person, while others believe that a university graduate is a personal and professional skill of young professionals.

Thus, in interpreting the term "graduate of a university ready for professional activity" in the context of complex physiological, intellectual and other educational resources, taking into account factors such as its ethical aspects, key elements of competitiveness, professional skills, mental readiness of university graduates to compete in the labor market necessary.

- Second, we need to pay attention to the lack of consensus on the part of scientists in interpreting the process in competitive research (Table 2).

Third, in competitiveness research, we can see that there is no single point of view in interpreting the process.

Table 1 Methodological approaches to the development of competitiveness in the professional activity of a Technical University graduate

Methodical approach	Researchers
Akmeological	Schechter M.M.
Axiological (valued)	Bykova A.P., Shikina L.S.
Active	Kolobkova N.A., Shikina L.S.
Kompetentli	Bodyan L.A., Davydova S.B., Dyachenko, Kolobkova N.A., Korneichenko N.V., Kurzaeva L.V., Mezinov V.N., Slivina
Complex	Ananyev B. G., Buzarov K.I.
Civilized	Bykova A.P.
Person-oriented	Angelovsky A.A., Kolobkova N.A., Shikina L.S.
Pertaining to	Haken G., Prigozhin I.
Systematic	Angelovsky A.A., Bodyan L.A., Bykova A.P., Grishina A.V., Kurzaeva L.V., Mezinov V.N., Oganesov V.A., Shapovalova
Sealed	Shutkina Zh.A.

Table 2 Interpretation of the competitive graduate of Higher Education Institution (HEI) as a process

Process	Researchers
Preparation	Rostovskaya E.G., Oganesov V.A.
Development	Bodyan L.A., Pronushkina T.G., Maksimova E.V., Andreev V.I., Mitina L.M., Shapovalov V.I.
Standing	I. V. Nazarova, Pol'kina A I O. I., S. G. Strelchenko

Process	Researchers
Formation	Angelovski A. A., Davydov B. S., Dushkin O. V., Krivtsov R. A., Melnichenko, Y. T., Pechersky, E. P., Solovieva, Yu., Suvorov V. S., Shapovalov V. I., Schechter, N. M., Kuznetsov, L. S., Shirobokov S. N., Khazova S. A.

As can be seen from these tables, the research interprets the “competitive graduate of higher education” as a process of theoretical development, rarely as a process of developing competitiveness. In our opinion, it is not a matter of naming, but of the pedagogical phenomenon under study. Therefore, in the current research, we will study the process of developing a competitive university graduate in the process of preparation for professional activity. In our study, a university graduate is expected to have competitive qualities and privileges, which include the development of qualities necessary for a successful career and life career (professional readiness; the need to succeed, self-esteem, self-development, self-improvement, self-expression, adaptation to new conditions, ability to behave, ability to think, level of risk, readiness for creativity and innovation, ability to predict their own development).

Fourth, we investigated the lack of effective organizational and pedagogical conditions in the multi-stage preparation of competitive graduates in higher education. Therefore, we believe that it is important to identify a set of organizational and pedagogical conditions for the development of competitiveness of graduates of groups (specialties) in different areas, theoretical and practical - experimental testing.

Fifth, the lack of universal criteria-assessment apparatus and measuring-diagnostic assessment tools in the preparation of competitive graduates in higher education in various areas (specialties) is obvious.

The above historical and pedagogical analysis of our different interpretations of the concepts of "professional training, competition and competitiveness" in the works of domestic and foreign scientists shows that the concept of competitive graduate is the subject of research in the works of scientists of different scales. We have studied the problem of competitive graduates of higher education, which includes a number of problems of theoretical-methodological and organizational-pedagogical nature, in particular:

- 1) diversity and uncertainty of the existing interpretations of the concept of competitiveness of the university graduate, mainly in professional activity;
- 2) the lack of study of psychological, pedagogical and social problems that affect the quality of the development of competitiveness of graduates of competitive universities in the process of vocational training.
- 3) the lack of a single effective framework for the strategic framework for the development of competitiveness of graduates in professional activities in terms of modernization of higher education;
- 4) imperfection of organizational and pedagogical support (mechanisms, pedagogical technologies, strategic planning, conditions) in the development of competitiveness of university graduates in professional activities;
- 5) Lack of effective organizational and pedagogical conditions for the development of competitiveness of university graduates in professional activities;
- 6) Criteria for measuring the competitiveness of university graduates in professional activities - the lack of a comparative diagnostic apparatus.

Continuing to address the research objectives of this paragraph, we refer directly to the modern theoretical and practical approaches of domestic and foreign scientists to the process of developing the competitiveness of university graduates in their professional activities:

1) The "Behavioral Approach" (M. Porter, A. Smith) [2-6] consists of the following set of components: defining a strategy of behavior in a competitive environment; motivating entities in order to ensure competitiveness. The following characteristics are observed in the use of behavioral approaches:

- Real competition in the field of higher education, reform and modernization of both society and universities, the formation of financially efficient demand for graduates;
- Insufficient or almost no development of methods and technologies for the formation of personal motivation systems aimed at increasing the competitiveness of OTM graduates in the labor market;
- Not to mention that the competitiveness of a university graduate in professional activities is important not only for the graduate himself, but also for the formation of leading positions in the labor markets of highly skilled workers.

2) "Systemic approach" (J. Robinson, E. Chemberlen) [7]

- includes a number of elements: competitive market, market mechanism, market structure and conditions of its implementation, social and production regulation mechanism. When using a content approach, we identify the following features, for example: - the existence of an impersonalized systemic market mechanism, which, in turn, does not depend on a particular university graduate, but rather on the formation of market components of highly qualified workers;

- We have the opposite picture, imagining the system of competition as production and impact on society, all of which creates a problematic situation in the redistribution of personnel;

- The labor market formed for highly skilled workers is similar (sometimes impersonal), it is filled with graduates of the same direction of higher education.

3) "Functional approach" (J. Schumpeter, F. Hayek) [8] includes the following components: competitive-economic growth factor; innovative development strategies. When using functional approaches, the following features are identified:

- competition in the labor market, despite the fact that university graduates aim to predict a situation that could be a "catalyst" of economic growth in society, resulting in unexpected results, which, in our opinion, is not focused on changing innovative activities of development.

This approach incorporates important aspects of the problem of a competitive university graduate, which is the employment of a university graduate, which involves changing his or her social and professional status, more specifically, from a "graduate" status to a "worker" status. Today, this process is called professional socialization [9].

Below we describe a competitive HEI model by N. Wendland in general terms, which reveals in detail its competitiveness in the labor market. The proposed content examines the competitiveness of a university graduate through stages and conditions:

Step 1 - "Sleep". The first stage in the development of competitiveness is based on the ability of university graduates to meet the expectations of the employer in the labor market. At this stage, when the employer represents the expected result, the university graduates strive to organize targeted training taking into account the requirements of the employer. The decisive factor at this stage is the ability of employers to formulate their expectations clearly and unambiguously and in turn is to

understand this by alumni and counselors and to create an adequate strategy for targeted training.

Step 2 - "Regulation". The second stage is done when the candidate, a former university graduate, passes the first selection, i.e. the first stage of the competition, in advance for a specific job. In this model, he will have to compete with experienced employees who are already working as young professionals, as a producer and a valued member of the organization. At this stage, an important task to achieve the goal is to get acquainted with the corporate and organizational culture.

Step 3 - "Success". The third stage requires new hires to evaluate their position in the organization themselves. At this stage, employees fight for jobs, teamwork (team solidarity). This stage involves the adoption of new values, the formation of a new self-identification, and a new experience of behavior. Successful integration is characterized by a high level of competitiveness and a high level of employee satisfaction with their work, mutual acceptance by the organization and the employee, the motivation of the new employee to the organization and the organization.

Thus, in this picture, in the context of modernization of the education system, we can make a comparative numerical description of the main approaches to the problem of development of competitive higher education graduates. These indicators allow us to provide basic approaches to the hierarchical level, namely:

1. Level 1 - "Economic Approach" (36 units);
2. Level 2 - "Psychological and pedagogical approach" (28 units);
3. Level 3 - "Technological Approach" (18 units);
4. Level 4 - "Social Approach" (10 units);
5. Level 5 - "Normative Approach" (9 units);
6. Level 6 - "Methodological Approach" (6 units);
7. Level 7 - "Economic and pedagogical approach" (3 units);
8. Level 8 - "Information Approach" (3 units);
9. Level 9 - Control Approach (2 units);
10. Level 10 - Retrospective approach (2 units);

Based on the systematization done above, we envision the main approaches to interpreting the problem of forming a competitive higher education graduate in a hierarchical manner Figure 2.

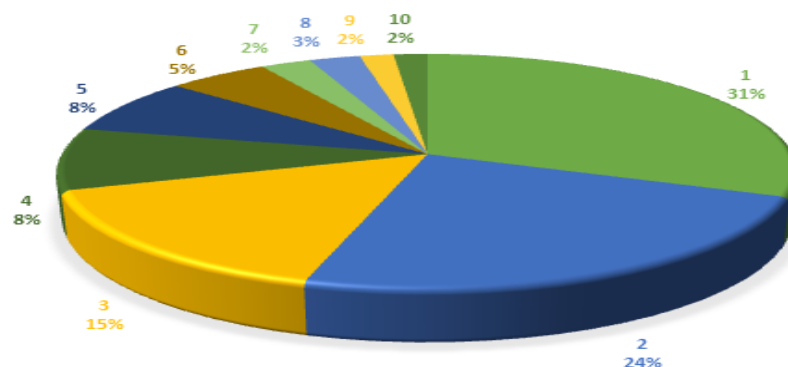


Figure 2. Graphical representation of the hierarchical systematization of the main approaches to the problem of developing the competitiveness of technical graduates in professional activities.

Based on this hierarchical diagram, it can be seen that the 'economic approach' ranked No. 1, since the economic structure of the process is directly related to the successful entry of former students into the 'labor market'. At the same time, the development of a high level of professional training of university graduates allows them to successfully climb the career ladder at the same time as a successful career. As shown in Table 1, this approach includes the following components: labor market, education management, education marketing, education services market, and education monitoring.

The level of "Psychological and pedagogical approach" occupies 2 levels of its demand and the integral connection of the educational process with the economic aspect. The technological approach takes the 3rd place in terms of rapidly developing education, taking into account internal and external factors at the heart of the situation in the modern educational space. In this case, we can witness the transition from activism and efficiency to quasi-activity and false results. A detailed description and analysis of this phenomenon will be devoted to the next stages of the study.

The "social approach" ranks 4th, and although it should have come first, it should have defined the purpose of the educational process in the university, as the competing individual is the social order of the society for the university. The "normative approach" naturally ranks 5th, which is appropriate because it is precisely its elements that play a central role in education. At the end of the first five, we move on to the second five, which are less important in terms of numbers.

"Methodological approach" - 6th place. Its figure is only 6 units, which is 30 units lower than the "economic approach". The situation is due to the fact that, taking into account the general social and educational directions, the lack of a common ideological and methodological purpose of society, the lack of balancing the general methodology is evident in the pedagogy of higher education.

The "Economic-Pedagogical" and "Informative" approaches are ranked 7th and 8th, respectively, because their quantitative level is very low. As for the first, this approach has a very positive growth dynamics in terms of development. , in our opinion, creates a paradox, because zero information technologies in the modern world require their full introduction into the system of vocational education.

"Control" and "retrospective" approaches occupy the 9th and 10th places in the ranking. In this case, the education system can be interpreted as not meeting modern requirements. At a time when free market relations are entering all spheres of life the situation shows negative dynamics in general.

Acknowledgment

Thus, after a comparative analysis of domestic and foreign literature in this section, we have achieved the main goal, namely, the task of identifying, systematizing and analyzing the main approaches to the problem of competitive higher education graduate, and the main directions of further research due to the presence of the process. From this we will have the opportunity to study the field of vocational education of the university as a factor in the development of competitive university graduates.

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