

PEDAGOGICAL PROJECTING IN THE PROCESS OF FORMATION OF PROFESSIONAL LINGUO-HUMANITARIAN COMPETENCE OF STUDENTS AT THE UNIVERSITY

Bedareva A. V.

Siberian state university of science and technology named after M. F. Reshetnev, Krasnoyarsk, Russia

The article deals with the concept of pedagogical projecting in the context of the formation of professional linguo-humanitarian competence of students at the University. The article presents the main methodological approaches that are necessary to solve the complex problem of pedagogical design of the formation of professional linguistic and humanitarian competence of students at the University.

Key words: *pedagogical projecting, professional linguo-humanitarian competence, methodological approaches, project skills.*

ПЕДАГОГИЧЕСКОЕ ПРОЕКТИРОВАНИЕ В ПРОЦЕССЕ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ЛИНГВОГУМАНИТАРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ В ВУЗЕ

Бедарева А.В.

Сибирский государственный университет науки и технологий имени М.Ф. Решетнёва, Красноярск, Россия

В статье рассмотрено понятие педагогического проектирования в контексте формирования профессиональной лингвогуманитарной компетенции студентов в вузе. Представлены основные методологические подходы, которые необходимы для решения комплексной проблемы педагогического проектирования формирования профессиональной лингвогуманитарной компетенции студентов в вузе.

Ключевые слова: *педагогическое проектирование, профессиональная лингвогуманитарная компетенция, методологические подходы, проектные навыки*

At the present stage of education, many scientists note that the main problem of education is orientation in the flow of increasing information, as well as the production of knowledge that does not exist. The problem of competence formation is becoming acute [7, p. 220-224], [10, p. 271-276], [11, p. 240-244]. The rapid obsolescence of scientific information makes us look for a source of new knowledge directly within the education system and the educational processes. The pedagogical projecting can be a source of new knowledge, according to I. A. Kolesnikova, [3, p.36].

Analysis of the results of research carried out in the field of training projecting showed that by the early 90-ies of the last century, tangible results were obtained in solving the problems of projecting in the field of specific pedagogical activity (A. A. Verbitsky, I. A. Kolesnikova, N. A. Selezneva, E. D. Elkonin).

A number of scientists define pedagogical projecting as: independent multifunctional pedagogical activity predetermining creation of new and transformation of already available conditions of process of training and education (V. P. Bespalko); practice-oriented activity which purpose is development of new, not existing in practice educational systems and types of pedagogical activity; new developing area of knowledge, a way of interpretation of pedagogical reality (A. P. Tryapitsyna); applied scientific direction of pedagogy and organized practical activities aimed at solving the problems of development, transformation, improvement, resolution of contradictions in modern educational systems [2]; aimed at creating a project as a special type of product; scientific and practical method of studying and transforming reality (the method of practice-oriented science); the form of innovation generation characteristic of technological culture; management procedure [4]; purposeful activity of the teacher on creation of the project which represents the innovative model of pedagogical system (or process) focused on mass use [5].

The analysis of researches on the problem of pedagogical projecting allows us to concretize this definition as practice-oriented activity of subjects in the educational process which purpose is development of forms, methods and means of the pedagogical activity directed to the solution of problems of development, transformation, improvement, permission of contradictions in functioning of modern educational processes in the organized systems in concrete conditions [6, p. 365-370]. The experience of project activity in the educational process of the university is formed by the gradual development of the system of project skills of different levels and generality. They provide the formation of linguistic and humanitarian competence and form the basis of future professional activity of students in the framework of the student-centered approach [9, p. 297-300] and in the life-long learning concept [8, p. 263-267].

The leading methodological basis of the scientific problem investigated by us are the existing approaches in education and psychological and pedagogical concepts that are necessary to solve the complex problem of pedagogical projecting of the formation of professional linguo-humanitarian competence of students at the university in the system of quality assurance of Bachelors trained in public relations and advertising.

From a methodological point of view, the following approaches will be significant for our study:

-system-activity approach, the main provisions of which are significant for the pedagogical projecting of the professional linguo-humanitarian competence of bachelors of public relations and advertising: 1) system – holistic education; 2) pedagogical systems are characterized by expediency, i.e., desire to achieve goals, and is one of its strategic factors; 3) system are the processes of functioning and

development; the processes of functioning reflects the status structure, development processes – dynamic structure.

- integrative approach (A.P. Belyaeva, V.N. Fedorova, etc.), which ensures the creation of a single, integral educational object. The integrative approach is an all-pervasive movement of the components of the world, including knowledge about it, through the acquisition of these components of the harmonic wholeness that exists to its parts and is not reducible to it.

- competence approach (V.A. Adolf, V.A. Bolotov, I. A.Zimnaya, etc.) is based on the understanding that the progress of mankind depends not so much on economic growth as on the level of personal development, which involves the transition from the classical concept of “human resources” to the concept of “human competence”. [2]. Pedagogical design of formation of professional linguo-humanitarian competence of students at the University from the position of competence approach provides the process and result of formation of creative, initiative, professionally and socially responsible personality of future bachelors of public relations and advertising, ready to set and solve a variety of social and professional tasks, competitive in the labor market, ready for constant professional growth, professional mobility which is proclaimed in the Bologna Declaration [12, p. 203-208].

The methodological approaches presented above, complementing each other, predetermined the conceptual provisions of our research and determined the tactics of pedagogical design of the formation of professional linguistic and humanitarian competence of students at the university.

Thus, the approaches considered by us in a complex are methodological bases of research and development of pedagogical design of formation of professional linguo-humanitarian competence of students in higher education institution in system of quality assurance of preparation of bachelors of public relations and advertising.

Projecting at the university is a practice-oriented activity, according to which students are given the opportunity to independently gain knowledge in the process of solving practical problems that prompted the search for the necessary information. The project should be defined as a system of specific tasks involving independent research activities of students. Among the many projects carried out by teachers of the Department of business foreign language at SibSU named after M. F. we should note such a research project as the preparation of students for scientific public speaking at the international scientific-practical conference “Youth. Society. Modern science and innovation”.

The research position of system-oriented synthesis allowed to use the epistemological potential of the considered approaches to solve the interdisciplinary problem of pedagogical design of formation of professional linguo-humanitarian competence of students at the University in the system of quality assurance of training of bachelors of public relations and advertising.

Thus, the presented methodological positions are the “prism” through which the selection and structuring of general theoretical ideas that make up the conceptual basis of the pedagogical projecting of the professional linguistic and humanitarian competence formation in the university students.

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