

Formation of a competitive specialist based on the introduction of a competence-based approach in education

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Abstract. The introduction of a competency-based approach to the education system is a pressing issue in pedagogical research. This study attempts to analyze the impact of the competency approach on the development of not only the cognitive component of future professionals, but also their competitiveness. The concept of a "competency-based" approach in education is explored, as well as a model for the development of a competitive graduate. During the study, the skills that a graduate from a higher education institution should possess, as well as the essential qualities of a successful professional, were identified. The core and professional competencies of the prospective specialist were also examined.

1 Introduction

In the current literature there are different opinions about the competence-based approach in education. M.E. Bershadsky [1] believes that the competency-based approach only masks problems, whereas I.M. Kovaleva, I.D. Frumin, A.V. Khutorskoy and T.Hoffmann [2,3] argue that this approach meets the requirements of the industrial sector and updates the content of education in the context of changing realities.

Thus, the competence-based approach is considered as an important element of the educational modernization. The competence-based approach forms an ability to act effectively in real-life situations that go beyond educational contexts [4]. This approach becomes the basis of a new educational paradigm. It is focused on developing the skills necessary to navigate unfamiliar situations, work in non-standard conditions, as well as to think outside the box. Unlike traditional educational approaches, competence-based one includes the ability to consider the consequences of one's actions and take accountability for them. The competence approach implies that the student clearly understands what he is striving for and what the learning outcomes will be.

The tendency to reorient the educational paradigm towards a competence-based approach is a response to social and economic challenges. This approach focuses on both professional training and comprehensive personal development, including humanitarian values and the ability to make creative choices. As a result, the purpose of humanitarian education is to develop knowledge and skills as well as interdisciplinary thinking, self-learning and social responsibility.

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The competence-based approach in education arose on the basis of N. Kholmsky's research and then, it was the subject of survey by a number of Russian scientists.

There are three stages of its formation. The first stage (1960-1970) includes the introduction of the concept of "competence" and the study of language competence.

The second stage (1970-1990) is characterized by the use of the category of competence in teaching language and professional activity.

The third stage (since 1990) is devoted to the reorientation of education from the concepts of "preparedness", "education", "general culture", "upbringing" on the concepts of "competence" [5].

According to J.Raven, the concept of competence comprises cognitive and emotional components. There are some problems in implementation of a competence-based approach in educational system. They go with the lack of qualified teachers, textbooks and state educational standards [6].

2 Materials and Methods

When considering the competence-based approach in the context of Russian education, it is important to take into account the cultural and historical background of the country's educational system. Factors such as the development of the labor market, the growth of competition, and the evolving role of the government in education all play a significant role in shaping the current landscape of Russian education.

Modern concepts of the competence-based approach are based on the notions of general and personal development, and the competencies being integral elements that combine traditional knowledge with a variety of generalized skills. This approach emphasizes the goal-oriented nature of the educational process by defining the content of education in terms of social models that encompass knowledge, skills, and experience in creative activity.

3 Results

Within the competence-based approach, two main categories are identified: competence, which is a set of interconnected personal qualities, and competency, which reflects possession of this competence and a personal attitude towards it.

Educational competence is a set of cognitive abilities, knowledge, skills, and experiences that a student requires in order to be successfully engaged in professional and social endeavors. The key competencies incorporated in the Russian educational system include value-based competency, cultural, academic, cognitive, informational, digital, communicative, social and professional, self-development competency. Therefore, the significance of integrating knowledge and skills in order to achieve productive outcomes in various aspects of life is highlighted.

The analysis of the competence-based approach reveals contradictions between its practical focus and the subject-oriented nature of educational process. The researchers also highlight the absence of a clear age-related pattern and the difficulty in implementing a competency-based approach within the organizational and management aspects. Despite this, there has been a global trend towards a shift from the traditional notion of qualifications to the more modern concept of competencies, which is linked to changes in contemporary production and the need for a more appropriate approach to assessing knowledge and skills.

The implementing of a competence-based training approach to create a competitive specialist is important for several reasons. These reasons are presented in Table 1.

Table 1. Reasons of implementing competence-based approach to training.

Changes in the labour market	The current labour market demands not only theoretical knowledge from professionals, but also practical skills, the ability to solve complex problems and the adaptability to rapidly changing circumstances. A competence-based strategy helps to produce graduates who meet these criteria
Globalisation	In the context of globalisation and worldwide competition, it is essential that professionals possess universal skills such as communication, teamwork and critical thinking. The competence approach encourages the development of such skills
Innovation and technology	Rapid technological advances require professionals to continually update their knowledge and skills. The competence approach emphasises learning, enabling students to adapt to new tools and working methods
Personalisation of learning	This approach takes into account the unique characteristics, interests and needs of each student, contributing to a deeper understanding of the material and increased motivation to learn
The need for interdisciplinary knowledge	A competence-based approach encourages the integration of knowledge from different fields, which is essential in today's world where many problems require a holistic approach.
Readiness for real-world challenges	Competency-based education helps students to develop skills that are relevant to solving real-world problems, thus preparing them for working life. Therefore, the implementation of a competence-based approach in education is crucial for the development of professionals who can function effectively in today's world and meet the demands of employers

A new type of economy imposes requirements on university graduates, focusing on systemically organized intellectual and communication skills, as well as the ability to self-organize and adherence to moral principles.

Employers are increasingly seeking not only a qualified specialist, but also a graduate with a broad range of skills, including social skills, teamwork, and initiative.

Core competencies encompass a range of instrumental skills, including cognitive abilities, methodological proficiency, technological expertise, and linguistic competence. A comprehensive list of these instrumental competencies may include the capacity for analysis and synthesis, organisational and planning skills, as well as communication and information management abilities.

It is similarly crucial to possess the requisite interpersonal competencies. These are the skills required to communicate, interact and work with individuals and groups in an effective manner, to express emotions, engage in critical reflection on actions and fulfil social obligations. These skills include the capacity for teamwork, interdisciplinary communication, and an understanding of cultural diversity.

System competencies are a combination of knowledge, understanding, and attitudes that allow individuals to evaluate the interconnections between components in a system and plan changes in order to improve it. This includes the practical application of knowledge, research skills, creativity, leadership, and the ability to adapt to new circumstances.

Professional competencies are abilities bringing together soft and hard skills. These abilities enable an employee to competently manage tasks assigned to them as part of their role. They are developed through professional training learned over the course of the education pathway at the University. The main components of professional competence include socio-legal, special, personal and self-competence.

Socio-legal competence implies knowledge of interaction with public institutions and the ability to communicate. Special competence is associated with the ability to perform specific tasks, while personal competence relates to a desire for professional growth, whereas self-competence implies an awareness of professional qualities and ability to navigate professional challenges.

A.K. Markova [7] introduces another type of professional competency. It is an extreme professional competency associated with acting in challenging circumstances. During the initial stages of a professional's development, there is relative independence in terms of competence, which later combines with significant professional attributes. The main levels of professional competence include training, professional readiness, experience, and professionalism.

Psychologists define the characteristics of a person as essential components of their performance, personality and behavior. During the process of professional development, these characteristics are enhanced and integrated, forming a system of professionally significant attributes. This is a complex process in which an individual's psychological characteristics form the basis for functional and operational behavior. Additionally, professionally significant qualities include individual traits and abilities that influence performance [8].

4 Discussion

Professional qualities of an individual determine their productivity and are multi-faceted, specific to various professions. Psychophysiological traits that develop through the process of acquiring a skill form this sub-structure of a personality. During the course of becoming

a professional, there are interactions between psychophysiological traits and professional qualities.

Research indicates that there are stable clusters of professional attributes that define key qualifications for each profession.

Important personal characteristics for a profession contribute to productivity and vary depending on the specific profession, forming a unique profile. The psychophysiological traits that develop through professionalization play a crucial role in the development of these characteristics and include attributes such as hand-eye coordination and extroversion.

In the process of professional growth, an integrative set of skills and abilities is formed, which evolve and strengthen, leading to the development of key qualifications that are essential for success in the workplace. However, professional development also includes psychological setbacks and deformations, which leads to the emergence of undesirable qualities that negatively impact job performance.

The concept of "competitiveness" is increasingly being introduced into scientific literature and business practice, especially in economics, but it remains under-researched in pedagogy. Despite some studies on the competitiveness of individuals, the issue of ensuring the competitive edge of university graduates has not been adequately addressed. Given the increasing complexity of competitive environments in professional life, including issues such as adaptation, certification, and career advancement, the importance of addressing this topic has become increasingly significant.

Today, when the system of guaranteed distribution of graduates after graduation no longer works, young professionals are required to seek employment independently, which results in less than 50% being employed in their field of study. The main issue is their lack of presentation skills, which hinders their ability to compete in the job market with more experienced workers. Young professionals face the challenge of competing with more experienced colleagues due to demographic changes, a huge number of graduates, and salary disparities. graduates in different regions of the country. These factors have a wide-ranging impact on the employability of graduates in various regions of the country.

The issue of preparing graduates for the job market is becoming increasingly relevant, and researchers in both Russia and other countries have begun actively study this topic. Although there are many publications on various aspects of higher educational system, but there is not a clear strategy for equipping graduates with the skills necessary for self-employment.

There are discrepancies between the demands of the contemporary market, which necessitate competitive professionals, and the dearth of information regarding the essence of competition and methods for achieving it. Therefore, the issue of training young professionals for successful employment continues to be unresolved.

The current state of research on the topic of competitiveness reveals that competition is considered as an interaction in a context of conflict, which can vary from cooperation to conflict. In the pedagogical literature, terms related to competition are sometimes confused with the basic concepts and words such as "conflict" and "conflicting situation" are frequently used. At the moment, there is no unified concept of "competitiveness" in pedagogy. Researchers focus on various aspects of it, such as individual, personal, and professional. Therefore, the issue of competitiveness remains complex and requires further research.

Competitiveness is considered as a personality trait that contributes to success in the workplace. A competitive specialist is able to withstand competition for advantage in their professional endeavors and successfully compete.

The key elements of competitiveness include the ability to plan and assess, clarity of values and the capacity to anticipate situations. It is also essential to be a leader who is tolerant,

independent, hardworking and strives for constant self-development and improvement. Stress tolerance and resilience are also key attributes. The ability to take calculated risks is also crucial. These qualities are developed through the process of professional education at a university and are dependent on an individual's self-awareness and understanding of their capabilities.

Independence implies the ability to develop one's own point of view, maintain a sense of self-respect, and have a low level of social anxiety. It also encompasses the ability to overcome obstacles, possess strong communication skills.

The ability to take risks is influenced by a high degree of development of certain intellectual traits, such as intuition, observation, and resourcefulness. These traits contribute to the willingness to accept motivated risks in situations of uncertainty.

The ability to be a leader is contingent upon individual psychological attributes such as extroversion or introversion, in addition to creative thinking and communication abilities.

Tolerance is an essential component of competitiveness, enabling engagement in the face of competition and diverse perspectives. It can be fostered through a positive "Self-concept", which helps to maintain positive relationships and finding optimal solutions in challenging circumstances.

Diligence, as a personality trait, is manifested through activity, initiative, and job satisfaction, which are determined by the level of development of the skills necessary for professional competence.

The pursuit of continuous self-improvement is based on the necessity to alter various aspects of one's personality, including physical, social, and moral factors. This aspiration is linked to the development of self-awareness, self-knowledge, which contributes to identifying and developing personal potential. The development of reflexive thinking and the ability to recognize potential play a crucial role. The necessity to cultivate the competencies indispensable for efficacious professional conduct serves as the foundation for the pursuit of continuous professional development. In order to achieve this growth, it is essential to develop creativity, an awareness of value choices, and the ability to identify the resources for continued professional development.

The capacity to tolerate stress is an indispensable element of the professional success of modern specialists. It is shaped by emotional stability and the ability to regulate negative emotions. Self-regulation and volitional control play a pivotal role in stress tolerance, facilitating the development of emotional equilibrium and professional well-being.

Furthermore, the development of motivation, determination, emotional stability and self-control are crucial elements in attaining success in a professional context. These factors contribute to both professional performance and personal growth.

The competitiveness of a professional is determined by certain structural components that follow the laws of personal development and integrate consciousness, activity, and

social relationships. V.I. Shapovalov proposes a practical approach to evaluating competitiveness by identifying key indicators (fig.1).

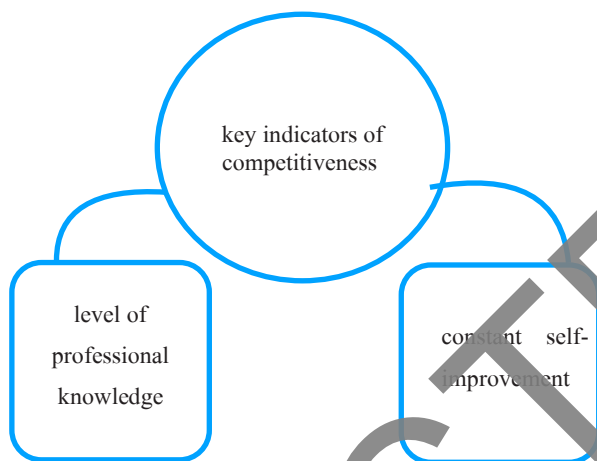


Fig. 1. key indicators of competitiveness

These indicators can be divided into two categories: the first category relates to the reliability of professional knowledge, while the second category relates to personal self-improvement. Therefore, in order to evaluate competitiveness, it is essential to consider both information and content elements as well as motivational and value-based aspects [9].

The competitiveness of a specialist is a structure reflecting the value and semantic orientations of students, socio-legal, general cultural, as well as personal and business qualities. The implementation of a competence-based approach in higher education demonstrates the process of creating a competitive specialist as an integral system with several interconnected components: predictive, motivational, meaningful, operational, and emotional [10,11]. The control and assessment component ensures the alignment of goals and outcomes through the monitoring of the progress of the professional development program in a competitive context.

The formation of a competitive specialist has sociocultural and general pedagogical significance, since it meets the requirements of society and actualizes professional activity. The introduction of a competence-based approach, along with psychological and pedagogical support in the educational process, is important for the development of a competitive personality. Psychological and pedagogical support includes activities aimed at psychological assistance in the formation of a ready-to-learn specialist based on reliable information and diagnosis. The methodological basis should be based on the key provisions of pedagogical psychology in order to effectively meet the needs of students.

The systematic approach considers the student's personality as an integral self-developing entity going through the stages of development. The competence-based approach seeks to identify the unique strengths and potential of students in order to ensure successful learning outcomes and enhance their future competitiveness. In the learning process, with the introduction of a competence-based approach, the student's personality undergoes qualitative changes, psychological and pedagogical support plays a key role in tracking this progress and identifying "zones of immediate development" [13].

5 Conclusions

The competence-based approach encompasses a set of skills and attributes that students are expected to acquire during their educational journey. These values go beyond traditional subject-based learning and focus on holistic development. They include critical thinking, creativity, communication, collaboration, digital literacy and lifelong learning. The competence-based educational approach places equal emphasis on the development of students' knowledge and the practical skills that are essential for successful professional performance. This approach facilitates the development of fundamental competencies, including critical thinking, collaboration, and adaptability. The aforementioned competencies render graduates more attractive to potential employers, as they are better equipped to solve real-world problems effectively. Moreover, the competence-based approach necessitates students' active involvement in the learning process, thereby fostering their initiative and independence. The integration of theory with practical application facilitates the assimilation of material and its application in realistic situations. Furthermore, the competency-based approach fosters the development of interdisciplinary skills, which enables graduates to be more adaptable and versatile professionals. Consequently, they are able to readily transition between disparate occupational fields. This is particularly significant in the context of the contemporary job market, which is characterised by rapid change. Consequently, the implementation of a competency-based educational approach facilitates the production of a highly competitive graduate, adequately prepared to confront the challenges of the contemporary world.

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