PROFESSIONAL COMPETENCE AS AN INDICATOR OF THE QUALITY OF EDUCATION

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ABSTRACT
This article examines the essence of the concept of "professional competence of a specialist", its constituent components, a pedagogical environment in which a specialist can apply his professional knowledge and skills to achieve the tasks set by him, the implementation of which contributes to the achievement of the learning goal.
KEYWORDS: *professional competence, cognitive readiness, communicative readiness, creative readiness.*

DISCUSSION

In the last decade, in the system of higher education, there has been a sharp reorientation of the assessment of the result of education from the concepts of "preparedness", "education" to the concepts of "competence", "competency" of students, which was facilitated by the urgent problems of society: maintaining a democratic and open society; the presence of many languages and cultures; economic difficulties, implying the obligation to improve their qualifications. All these changes in the socio-political sphere require analytical inclinations, and especially the ability and desire to learn throughout life. Thus, there is an objective need for new standards for assessing the quality of education. In the early 70s of XX century American researchers put forward a proposal "to test competence / competency, not intelligence", which laid the foundation for the study of competence from a pedagogical point of view. Orientation to "handy" practical tasks (on-the-job-training) improves the quality of personnel, bringing theoretical education closer to practice, focusing on that part of the spectrum of individual psychological qualities, which includes independence, discipline and communication, the need for self-development, and the ability to quickly and conflict-free adapt to specific working conditions. However, quite often the emphasis is placed on obtaining professionally important knowledge, and much less attention is paid to the formation of skills, abilities and value orientations.

The moral foundations of a modern person's activity in making responsible decisions are becoming equal or even superior to technological, economic and environmental justifications. That is why it seems necessary to supplement training as a characteristic of the content of an educational service with its no less important component - upbringing and the result of education - development, improvement of an intrinsically valuable and socialized personality, the formation of an intelligent personality.

The goal of education is, therefore, a three-component nature: in the professional field - professional competence, in public life - successful socialization of the individual, in the personal sphere - awareness of one's own self-worth, the manifestation of reflection and activity in goal-setting and in activities in general, self-identification.

The customer and direct consumer of education is a person, while society forms the main socially significant requirements for the quality of education in the form of federal and regional components of curricula, acting as a corporate customer and a potential consumer who receives a professionally competent socialized member of society. A higher educational institution - a provider of educational services - conducts the educational process in accordance with curricula, implementing educational programs developed by its specialists, the implementation of which ensures the satisfaction of consumers' requirements.

The indicators of subjective professional competence can be based on the characteristics of the current and potential activities of a specialist. At the

same time, the educational process should simulate the corresponding aspects of future professional activity (sometimes it is because of the mismatch of the demanded personality traits in the educational process and in professional activity that the former excellent student lags behind in professional and career growth from the student mediocre).

Of a number of aspects of professional competence mentioned in many works, the following can be distinguished.

1. Actual qualifications (knowledge, skills and abilities from the professional field, the ability to productively possess modern computer information technologies, necessary and sufficient for the implementation of professional activities).

2. Cognitive readiness (the ability at the activity level to master new knowledge, new tools, new information and computer technologies, identify information deficiency, the ability to successfully search and master, use the necessary and sufficient scientific information, the ability to learn and teach others).

3. Communicative readiness: knowledge of native and foreign languages, including the ability to apply the conceptual apparatus and vocabulary of basic and related sciences and industries, knowledge of communicative techniques and technology, knowledge of the basics of patent science, copyright, legal sphere of labor relations, business ethics of professional communication and team management, the ability to apply them with an optimal combination of democracy and authoritarianism, to conduct a discussion, motivate and defend their decisions based on the skill of articulation - verbal, figurative or other expression of essential content in a form that is adequately perceived in a professional environment by a reference group.

4. Possession of methods of technical and economic, environmentally oriented analysis of production with the aim of rationalizing and humanizing it.

5. Creative readiness, i.e. the ability to search for fundamentally new approaches to solving known problems or the formulation and solution of fundamentally new problems both in the professional field and in related fields.

6. Understanding of the trends and main directions of development of the professional field and the technosphere as a whole in combination with spiritual, political, social and economic processes.

7. Conscious positive attitude towards engineering activity as a kind of occupation, in particular, within the framework of a specific engineering specialty, need, aspiration and readiness for professional improvement, corporate self-identification and positioning.

8. Stable and developing professionally significant personal qualities, such as responsibility, dedication, determination, tolerance, exactingness

and self-criticism with a sufficiently high self-esteem.

The demand for a particular quality of professional competence is determined by the place of the specialist in the job hierarchy, which, in turn, is associated with the length of service in the specialty and the general length of service, the correspondence of the industry and type of work activity to the direction of study and the specialty and qualifications obtained.

The elite (opposite to the egalitarian) nature of the education received gives priority to a number of aspects of professional competence, i.e. from desirable they become obligatory and paramount:

- Possession of pre-activity potential creativity, actualized in the mastered professional activity in the form of socially significant creative activity as a necessary subjective condition for creativity;

- Possession at a sufficient level of creative procedures for generating fundamentally new knowledge, informal design skills (including design) of new devices and systems, where the share of non-logical (intuitive) knowledge and skills can exceed logical ones;

- Possession of the ability to make responsible decisions - both technical in design and engineering, and organizational and administrative; the ability to correct and determine (formulate, set) a goal and acceptable ways (method, technology) to achieve it, taking into account moral criteria;

- Self-identification and high self-esteem of personal professional competence, perceived as preparedness and subjective potential readiness (pretentiousness) for intraprofessional progressive (formal and informal) and interprofessional mobility;

- The ability for critical and innovative reflection in relation to their own activities: emotional, moral aesthetic assessment and self-assessment, forecasting the technical and social results of activities and relationships in society, regulation and correction of their own behavior, awareness of the need for self-improvement.

Let us note the unity and integrity of the necessarily complementary ideas about professional competence proper and professionally significant personality traits, which is also reflected in the term "subject professional competence".

Especially clearly noted duality can be traced in the characteristics of the elite component of subject professional competence, since the selectivity of elite training necessarily requires the mandatory use of pedagogical technologies developed according to the methodology of the subject-activity approach, including with an orientation towards a specific personality and an individual curriculum and programs.

Let us emphasize the interdependence of the indicators of acquired professional competence and specific professionally oriented aspects of

educational work, contributing to the achievement of the necessary personality traits of a young specialist:

- the formation of a stable motivation to increase education as a necessary prerequisite for taking a worthy position in a democratic society and a way of self-realization, disclosing one's own creative potential and, through this, self-identification, awareness of one's own self-worth as a person;

- promoting patriotism, awareness of one's own belonging to the homeland and its socio-cultural integrity, to its peoples and culture (sociocultural positioning), to the scientific and engineering school (corporate identity, i.e. self-identification as an active part of the corporation);

- promoting the formation of the values of freedom and democracy; fostering tolerance as a norm of social coexistence; a humanistic understanding of the global nature of engineering activities in the personification of private engineering solutions;

- the formation of basic ideas about the ethics and aesthetics of engineering, respect for authorship and intellectual property rights, fostering a sense of responsibility for the methods and results of engineering activities, the proper balance of personal, corporate, state and global interests and values, contribution and responsibility.

The actual subject content (subject orientation) of educational activities aimed at the student - the object and subject of education, as a rule, is not decisive and acts as clarifying, concretizing conditions. The pedagogical duality of teaching and upbringing as equivalent spheres of education determines their role in the educational processes of a particular scientific and pedagogical school.

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