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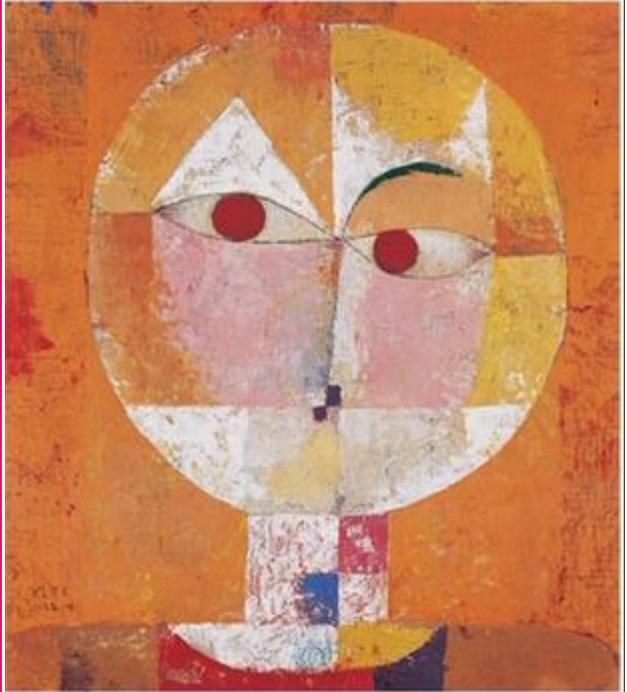
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Monitoring of the poly-professional competence development in the project activity of students

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Abstract

The article considers the features of poly-professional competence development in the project activities of high school students via comparative qualitative research methods. A comparative analysis of the professional qualities of students of two groups (1st and 4th-year undergraduate) showed that most of the professional qualities' components of 1st-year students are less developed than those of 4th-year students and image-result (graduates). In conclusion, with greater

involvement of students in project activities such as skills as effective oral communications, quality and result orientation, a creative approach to solving problems, responsibility, interpersonal communication, performing discipline, open-mindedness, are formed.

Keywords: Project, Activity, Professional, Poly-Professional, Competence.

Seguimiento del desarrollo de competencia poli-profesional en la actividad del proyecto de estudiantes

Resumen

El artículo considera las características del desarrollo de competencias poliprofesionales en las actividades del proyecto de los estudiantes de secundaria a través de métodos comparativos de investigación cualitativa. Un análisis comparativo de las cualidades profesionales de los estudiantes de dos grupos (estudiantes de primer y cuarto año) mostró que la mayoría de los componentes de las cualidades profesionales de los estudiantes de primer año están menos desarrollados que los de los estudiantes de cuarto año y los resultados de la imagen (graduados) En conclusión, con una mayor participación de los estudiantes en las actividades del proyecto, tales como habilidades como comunicaciones orales efectivas, calidad y orientación a resultados, se forma un enfoque creativo para resolver problemas, responsabilidad, comunicación interpersonal, disciplina de desempeño, mentalidad abierta.

Palabras clave: Proyecto, Actividad, Profesional, Poliprofesional, Competencia.

1. INTRODUCTION

Today highly qualified specialists are in demand in the labor market, able to work effectively in project teams, knowing the features

of project management, thinking critically and applying their knowledge in a creative manner. The education system responds to the demands of modern society, and, as a result, project activities are increasingly used in the educational process.

Poly-professionalism and, accordingly, poly-professional competence play a big role in the process of training of highly qualified specialists who can work effectively in a project team. It relates to the fact that today university graduates often require knowledge and skills from related professional fields. Classical and modern research in the field of project activities has been conducted.

2. MATERIALS AND METHODS

Analysis of professional competence models showed that the most common classifications include universal, special and unique competences, which are reflected in professional standards of bachelors and masters as general cultural, general professional and professional competencies. At the end of 2016 project management was officially launched in the Russian Federation. Decree No. 1050 dated October 15, 2016, and Order No. 2165-p dated October 15, 2016 set forth the organization of project activities, which determines the organizational structure of the project management system, the stages of initiation, preparation, implementation, monitoring and completion of priority projects (programs). The state authorities of the territorial

entities of the Federation were recommended to organize project activities at the regional level, guided by the approved Regulations on the organization of project activities in the Government of Russia (SOFINA, 2015; NIMEH ET AL, 2018; JINGGA, 2019).

This suggests that the project approach today is supported at the state level and is used in various areas of professional activity. Projects can be implemented at any level of the organization and involve from one person to many thousands for its implementation. A project can be implemented as one structural unit of the organization, for example, a department, a team, or an entire organization or several companies that, one way or another, are united to achieve their goals and objectives. During its implementation, the project goes through stages and phases of the life cycle. Today in Russia, as in the rest of the world, conditions are emerging for the widespread use of project management methodology. This method is an effective management tool and a proven tool for the implementation of various types of projects in a timely manner within the approved budget.

In most cases, experts in different fields work in a project. It is hard to imagine a project without a team that is engaged in absolutely everything: from the elaboration of the project idea to the completion and presentation of the results to the customer.

3. RESULTS

Of course, the application of the project approach in practice influenced the organization of the educational process in universities. Students at a university are actively involved in project activities, which, according to researchers, contribute to successful adaptation to modern socio-economic conditions, the formation of the need for knowledge, high professional motivation, and the desire for self-education. Involving students in project activities makes it possible to assess the readiness of graduates for future professional activity even while studying at a university, which, in turn, requires the introduction of certain changes in the educational process. Thus, modern interactive technologies are applied in universities that teach project management and promote the development of professional competencies (BELEVANTSEVA ET AL., 2014).

Professional competence is systemic, dynamically developing personality characteristic, showing the possession of modern technologies and methods for solving professional tasks of various levels of complexity and allowing to carry out professional activities with high productivity (BELYAEV, 2017; POLAT, 2010). Poly-professional competence includes all components of professional competence and represents a common core, which is included in all professional competence models. The development of poly-professional competence is of great importance for successful work in the project team and project management (SOFINA ET AL., 2016).

4. DISCUSSION

When assessing the performance of the project team, it is necessary to consider parameters that contribute to or, conversely, prevent team activities. Researchers identify the objective, subjective and objective-and-subjective factors. The objective factors for evaluating team activities include the organization of the educational process at a university, as well as activities aimed at obtaining students' professional competencies in the chosen field of study. The subjective factors include the psychological characteristics of the students' personality. The objective-and-subjective factors include the organization of work within the team, collaboration with teachers and project supervisors and communication with people in general.

In the course of the study, acmeological monitoring of the development of poly-professional competence and creative potential of students (bachelor 1-4 courses) has been performed, for those students who participated in projects and vice versa were not involved in project activities. The study was attended by university students (210 people) who participated in various student projects: research, creative, informational and social. As an image-result, these studies were used by graduates of higher educational institutions in various areas of training who actively use project technologies.

At the first stage, the monitoring of the personal and professional development of first-year students who were not yet involved in project activities was performed. Their readiness to work

to achieve the goals and objectives of the project was determined. At the first stage, such competences as the ability to work in a project team, open-mindedness were fixed at a low level. The following qualities were not developed well enough: elimination of conflict situations in the project team, ability to cooperate with other departments.

The study of students' viability was carried out according to the method of Hardiness Survey (in the Russian-language adaptation), developed by the American psychologist Salvatore Maddi. The original adaptation to the Russian language was made by Leontyev, Rasskazova, which was shortened and re-validated by Osin and Rasskazova, a shortened version of the questionnaire was translated and validated in Russian by Alfimova and Golimbet. The study was conducted by four indicators: involvement, control, risk acceptance and an overall indicator of viability.

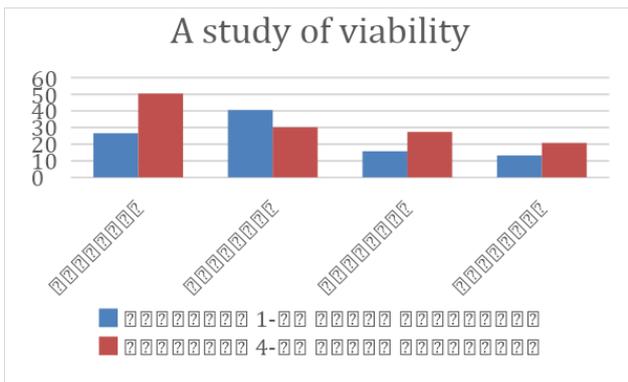


Fig. 1: A study of viability

The results of the comparative analysis presented in Fig. 1, showed that students of the fourth course demonstrate a significantly higher level of viability, which they need in order to solve complex and non-standard innovative professional tasks. The level of engagement is also significantly higher. The level of control exceeds the control level of 1st-course students. The level of risk acceptance by the 1st year students exceeds the normal values of the entire sample of students studied. That is, adapting to the conditions of innovative project activities, students are less prone to risk, but their level of viability is higher.

To monitor the development of professional competence of students participating in the projects, an automated integrated acmeological diagnostic system (ASCAD) was applied. The system allowed us to study the model of competence, assess the development of the personal and business qualities of a student due to a wide range of techniques. The results of the acmeological monitoring showed very high creative potential among students. Also note that the 1st year students, who have just begun to work on projects, were dominated by an idealistic style of thinking. The orientation of the personality (psychological characteristic) among the majority of 1st-year students is towards themselves.

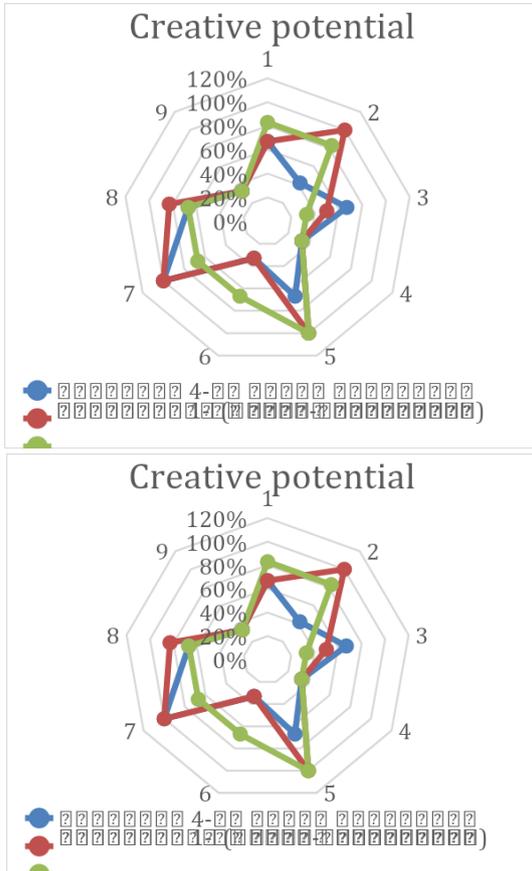


Fig. 2: Creative potential

Scales: 1 – curiosity; 2 – self-confidence; 3 – consistency; 4 - ambitiousness; 5 – aural memory; 6 – eye memory; 7 – independence; 8 – commitment; 9 – focus.

Comparative analysis of the creative potential of students of two groups (1st and 4th year undergraduate) revealed that 1st year students have more developed self-confidence (1st year - 100%, 4th year - 42%,

graduates - 83%) and independence (1st and 4th course - 100%, graduates - 67%).

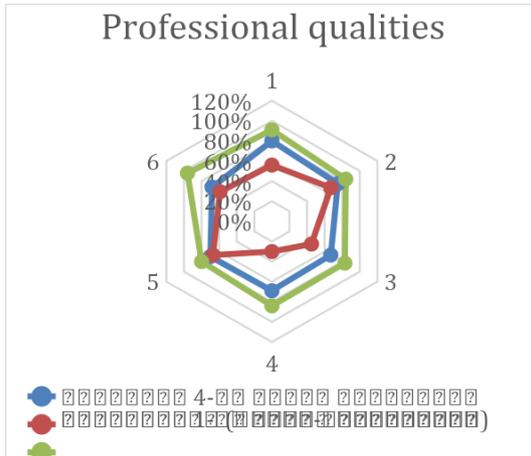


Fig. 3: Professional qualities.

Scales: 1 – business qualities; 2 - social qualities; 3 - professional qualification; 4 - professional knowledge; 5 - personal qualities; 6 - authority.

A comparative analysis of the professional qualities of students of two groups (1st and 4th-year undergraduate) showed that most of the professional qualities' components of 1st-year students are less developed than those of 4th-year students and image-result (graduates).

5. CONCLUSIONS

As a result of the conducted acmeological monitoring, it was established that the organization of creative practice-oriented project activities contributes to the growth of most of the components of students' poly-professional competence. According to the results of the study, objective and subjective factors contributing to the development of students' poly-professional competence in project activities are presented. The objective factors include the organization features of project activities, considering the gradual development of students' poly-professional competence. The subjective factors that ensure the productivity of students' project activities, include the style of thinking (idealistic and analytical) and the following professional competencies of students (responsibility, ability to work in a team, learning ability, performing discipline, breadth of vision, initiative, effective oral communication, orientation on quality and results, creative approach to solving problems, interpersonal communication).

Acmeological monitoring of students' personal and professional development showed that with greater involvement of students in project activities such as skills as effective oral communications, quality and result orientation, a creative approach to solving problems, responsibility, interpersonal communication, performing discipline, open-mindedness, are formed. This means that the participation of students in project activities has a positive effect on the development of their poly-professional competence.

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Appendix 1

Viability test

Instruction: Please answer a few questions about yourself. Choose the answer that best reflects your opinion. There are no correct or wrong answers because only your opinion is important. Please work at a pace, for a long time without thinking about the answers. Work consistently, without missing questions.

Confirmation	No	Very unlikely	Likely	Yes
1. I am often not sure about my own decisions.				
2. Sometimes it seems to me that nobody cares about me				
3. Often, even having a good sleep, I hardly force myself to get out of bed				
4. I am constantly busy and I like it				
5. Often I prefer to go with the flow				
6. I change my plans according to circumstances.				
7. I am annoyed by the events that cause me to change my daily routine.				

8. Unforeseen difficulties sometimes tire me a lot.				
9. I always control the situation as much as necessary				
10. Sometimes I get so tired that nothing can interest me				
11. Sometimes everything that I do seems useless to me				
12. I try to be aware of everything happening around me.				
13. A bird in the hand is worth two in the bush				
14. In the evening I often feel completely overwhelmed.				
15. I prefer to set hard-to-reach goals and achieve them.				
16. Sometimes I get scared of thinking about the future.				
17. I am always confident that I can realize what I have planned.				

18. It seems to me that I do not live a full life, but only play a role				
19. It seems to me that if in the past I had less frustration and hardship, it would be easier for me to live in the world				
20. Arising problems often seem to be insoluble				
21. Having been defeated, I will try to take revenge				
22. I love meeting new people.				
23. When someone complains that life is boring, it means that he simply does not know how to see interesting things.				
24. I always have something to do.				
25. I can always influence the result of what is happening around				
26. I often regret what has already been done.				
27. If the problem requires a lot of effort, I prefer to postpone it until				

better times.				
28. I find it difficult to get close to other people.				
29. As a rule, people around me listen carefully.				
30. If I could, I would change a lot in the past.				
31. Quite often I save for tomorrow what is difficult to implement, or what I am not sure of.				
32. I think life passes me				
33. My dreams rarely come true				
34. Surprises give me an interest in life				
35. Sometimes it seems to me that all my efforts are in vain				
36. Sometimes I dream of a quiet measured life				
37. I do not have enough persistence to finish the job.				
38. Sometimes life seems dull and				

colorless to me				
39. I have no opportunity to influence unexpected problems.				
40. Those around me underestimate me				
41. As a rule, I work with pleasure.				
42. Sometimes I feel odd even among friends				
43. It happens that so many problems fall on me that I feel utterly discouraged				
44. Friends respect me for perseverance and resilience.				
45. I'm willing to embody new ideas				



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