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# MODERNIZATION OF THE EDUCATIONAL PROGRAM IN THE CONTEXT OF THE IMPLEMENTATION OF THE COMPETENCE MODEL OF A UNIVERSITY GRADUATE

A. M. Shekhmirzova

*Candidate of pedagogical sciences,  
associate professor,*

L.V. Gribina

*candidate of pedagogical sciences,  
associate professor  
Adyghe State University,  
Maykop, Republic of Adygea, Russia*

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**Summary.** The article presents the competence model of a university graduate as part of an educational program. The necessity of modernization of the educational program is substantiated taking into account the requirements of the Federal State Educational Standard of Higher Education and Professional Standards. The importance of coordinated actions of all interested parties, close cooperation of universities with government authorities and representatives of employers in achieving the expected results of education in the form of a set of declared competencies is emphasized. The positive foreign experience of interaction of universities with the government and employers, which contributes to the employability of graduates, is summarized. As a backbone component of the model, learning outcomes are considered based on correlation with the final results in the world of work, which ensure the quality of higher education.

**Keywords:** competence model of a graduate; modernization; federal state educational standard of higher education; professional standards; educational results; a set of competencies.

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The introduction of the Federal Law of the Russian Federation "On Education in the Russian Federation" in September 2013 established the levels of higher professional education, bringing the system closer to the three-cycle structure of the European qualifications framework for higher education. The establishment in Russia of a tiered system of higher education in the context of its modernization contributed to the harmonization of the Russian and European educational systems with the mutual recognition of diplomas of graduates of higher schools. The formation of a single space for higher education as a unifying goal of universities in the countries participating in the Bologna process does not deny their autonomy and originality of educational programs of the author's nature, taking into account the achievements of the Russian and European systems of higher education. The basis for the development of basic professional educational programs (OPOP) in a competency format that implements the new federal state educational standards (FGOS) as a fundamental document in the Russian higher education system is the competence model of a university graduate. The Federal State Educational Standard of Higher Education (VO) determined the possibility of pairing all its educational levels by providing great freedom to universities in the formation of the content of OPOP, along with the introduction of a system of academic credits (credit units) to calculate their labor intensity.

The methodological basis of the Federal State Educational Standard of Higher Education is the competence-based approach, which has become a reality at the present stage of modernization of the educational system. He defined the transition from a qualification to a competency model of a university graduate with a focus on the professional field of activity. The system-forming component in the development of a graduate's competence model is the learning outcomes that determine the quality of higher education.

In our study, the competence model of a university graduate is presented in the form of a complex integral image of the end result of university education in the direction and level of training, described in the language of competencies. The competence model in this definition is considered in the broad context of the tiered system of higher education, taking into account the continuity and differences between them and the establishment of uniform universal competencies for each in accordance with the new edition of the Federal State Educational Standard of Higher Education. The narrow significance of the competence-based model of a graduate is associated with its understanding as the goal and results of mastering OPOP VO, taking into account the focus (profile), which determines the competence of its variable part by all interested participants in educational relations.

The competency model of a graduate as a component of OPOP in a specific area of university training and the level of higher education is developed taking into account the requirements of the Federal State Educational Standard of Higher Education and the corresponding professional standards (Professional standards). At the same time, within the framework of the unified structure of the Federal State Educational Standard of Higher Education, the competence model of the graduate provides for the establishment of continuity between educational programs.

In the context of the transition to the Federal State Educational Standard of Higher Education (FGOS 3+), taking into account the requirements of professional standards is becoming one of the urgent areas of modernization of the OPOP of higher education. The Professional Standards adopted by the Ministry of Labor and Social Protection of the Russian Federation reflect the requests of employers' organizations in a generalized form, which corresponds to the main provisions of the Bologna Declaration and international trends.

They describe a set of labor functions that ensure the achievement of professional goals and economic efficiency. The area of professional activity in Professional Standards is not applied, therefore, when correlating with the FGOS of Higher Education, all changes in its description are made from the results of the analysis of the group of occupations and the types of economic activity (VED) under study.

Universities, while independently developing OBEP in the areas of training in which they carry out educational activities, will have to master the methodological recommendations of the Ministry of Education and Science of the Russian Federation on the development of OBOP and additional professional

programs, taking into account the adopted Professional Standards (No. DL-1 / 05vn. dated 01.22.2015), and on updating the existing Federal State Educational Standard of Higher Education, taking into account the adopted Professional Standards (No. DL-2 / 05vn. dated January 22, 2015). For many areas of training, several Professional Standards simultaneously become relevant in accordance with the type of professional activity that the educational organization is guided by.

So, when designing OPOP in the direction of preparation 44.03.05 Pedagogical education (with two profiles), the following regulatory documents become a guideline for the development of a competency model of a graduate, taking into account the requirements of the FGOS 3+, along with the indicated methodological recommendations:

1. The procedure for organizing and implementing educational activities for educational programs of higher education – bachelor's programs, specialty programs, master's programs, approved by order of the Ministry of Education and Science of the Russian Federation in December 2013.

2. Professional standard "Teacher" (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher), entered into force in January 2015. In the Professional Standard, in order to realize the goal of the main type of professional activity, which consists in the provision by organizations carrying out educational activities, the corresponding services for basic general educational programs, changes are made to the OPOP VO, taking into account the types of economic activity. The main types are associated with services in the field of preschool and primary general education, as well as basic general (complete) and secondary general education.

3. Professional standard "Pedagogical and scientific-pedagogical worker" (pedagogical and scientific-pedagogical activity in the educational organization of higher education), which is still in the project. In the professional standard, the implementation of pedagogical and scientific-pedagogical activities in educational institutions of higher education as the goal of the main type of professional activity is determined within the framework of the corresponding types of economic activity. These are higher vocational education, training in educational institutions of continuing education in accordance with advanced training programs based on higher education and other types of education for adults.

The results of the educational program implemented in Russian universities in the subject area "Education", carried out within the framework of the Tuning Russia project, can also become a key reference point for the development of OPOP in the pedagogical direction of training. At the same time, the results of the analysis of the actual content of qualification levels of different and at the same time similar in terms of official compliance of professional standards become a condition for the selection of several professional standards for the design of OPOP.

The modernization of OPOP VO, taking into account the adopted professional standards, implies a rethinking of the established forms and methods of



organizing the educational process in higher education. This is facilitated by familiarization with foreign experience of cooperation between the teaching staff of higher education and representatives of employers on the formulation of learning outcomes taking into account international guidelines. Studying the experience of foreign countries made it possible to correlate educational programs implemented in the Russian system of level higher education with the set of competencies developed in the methodology of the European Tuning project [2].

In the Russian Federation, Professional standards are a mechanism to ensure consistency of the qualification requirements of the labor market and the education sector. At the same time, a common language for representatives of the sphere of labor (employers) and the sphere of education was determined on the basis of a competence-based approach. Meanwhile, as the analysis of the experience of foreign universities shows, the presence of a common language does not give the desired results if the goals and value priorities of the representatives of these two spheres are different.

The most promising way to translate the needs of the world of work into an understandable language for representatives of the education sector was the introduction of professional standards. In this case, the subject of the professional standards is the final results in the labor sphere that are significant for employers. They contain the characteristics (requirements) of the qualifications necessary for employees to perform certain labor functions. At the same time, the subject of the Federal State Educational Standard of Higher Education is the final results of mastering the educational program in the areas of training.

They allow you to determine the content, methods, teaching technologies and assessment of educational results obtained upon completion of the OPOP VO. The outcomes of the world of work, reflecting the needs of employers and the education sector responsible for ensuring their achievement, are correlated with each other through a set of competencies. The need for close cooperation of universities with public authorities and employers was emphasized by European ministers of 46 countries participating in the Bologna Process at the conference "Bologna Process 2020-European Higher Education Area in the New Decade" in Leuven 2009 [1]. The ministers acknowledged that only through close cooperation and partnerships can the conditions for the provision and quality of educational services offered by universities be improved, contributing to the employability of graduates, allowing them to build their careers using the full potential of the changing labor market.

Updating the existing FGOS VO, taking into account the relevant professional standards, allows us to correlate with each other the final results in these two areas of work and education. In turn, this provides the opportunity to achieve the expected educational results in the form of a set of declared universal and professional competencies (key) of a university graduate, not excluding the fundamental nature of education.

The interaction of the higher education system with the modern world labor market matches the needs of the individual and society, ensuring the disclo-

sure of the potential of each person for social development in cultural, political, economic and other spheres of life.

Since July 2016, the Federal Law comes into force, establishing the obligation for employers to apply professional standards that determine the list of requirements for the qualifications of an employee when performing certain labor functions (No. 122-FZ dated 02.05.2015). For this purpose, amendments were made to the Federal Law "On Education in the Russian Federation" and the Labor Code of the Russian Federation. The development and implementation of a competency model of a graduate, taking into account this legislative norm, allows us to guarantee its relevance in the labor market in the context of updating the vocational training received at the university.

On the basis of correlating the requirements of the Professional Standard and the Federal State Educational Standard of Higher Education with the focus of the educational program, we have developed a generalized competence model of a graduate presented in the article, possessing the necessary amount of knowledge and key competencies (universal and professional). In the general structure of the educational program in the direction and level of training, the competence model is described in the section "Competencies of a university graduate as the cumulative expected result of education upon completion of the development of OPOP VO".

The modernization of OPOP VO, taking into account the requirements of the FGOS 3+ and professional standards, actualizes the need for a comprehensive consideration of the problem of designing educational programs, taking into account the modern requirements of the world labor market. At the same time, the development of a competence model of a university graduate becomes the fundamental procedure of the design stage. It is in it that the results of correlating the list of competencies specified by the FGOS VO with labor skills should be reflected.

An integrated approach to the development of a competence-based model of a university graduate involves determining the content of the structural elements of OPOP with an indication of methods, means, educational technologies and stages of formation and assessment of competencies in the course of training and practical training, taking into account the needs of the modern world personnel market. The guarantee of the high quality of training of graduates is ensured through the development of a hierarchical structure of the results of mastering the OPOP at different stages of the educational process, at which the formation of the required competencies is carried out.

The coordinated actions of the teaching community and potential employers contribute to the harmonious correspondence of learning outcomes, taking into account professional standards, to a set of formed competencies. This interaction allows the university to respond to broad social needs with a variety of missions. In the presence of sufficient resources, the university can guarantee the implementation of complex tasks, including the preparation of future graduates for the development of their personality and building a future career through

the formation of career competence in accordance with the requirements of the FGOS VO [3].

The formation of universal competences common for each of the VO levels, which are significant for the implementation of the continuity of educational programs, is facilitated by the electronic information and educational environment of the university as a whole. Another, no less important condition for the effective implementation of educational programs, is the appropriate staff training. In the context of the transition to the FGOS VO, the modernization of OPOP provides for the organization of advanced training courses for the teaching staff as the subject of the implementation of the educational process in a competency-based format.

The presented competence model of a university graduate, developed taking into account the ongoing changes in the structure of the FGOS VO and the projected transformations in connection with the amendments made to various federal laws and regulations, contains information: its composition for the implementation of the requirements of the FGOS VO; on updating the educational program, taking into account the development of science, culture, technology, technology and the social sphere in accordance with an external order that reflects the needs of the labor market, employers' organizations and citizens; – on educational technologies at the disciplinary (modular) and system levels; – on the system of evaluation tools and quality assurance; – on the qualification requirements of the labor market

The practical implementation of a holistic, consistent competence-based model of a graduate assumes its acceptance by all interested parties, taking into account the positive experience of the educational activities of a particular university, which is a condition for the effective implementation of the competence-based approach. In the absence of coordinated actions, despite the obvious practical advantages, it will with great difficulty enter the Russian educational reality, making it difficult to implement the main provisions of the Bologna declaration. The well-coordinated work of the teaching staff of the university as a subject of the implementation of the educational process based on the competence-based approach is aimed at the phased implementation of the competence model of the university graduate with guaranteed quality.

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