

THE PROBLEMS OF PROFESSIONAL BECOMING OF LEARNING PERSONALITY IN THE AGE OF SOCIAL INTEGRATION AND GLOBALIZATION

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Abstract

Purpose of the study: The article aims at revealing the peculiarities of integration processes in the field of professional and higher education against the background of integration, internationalization, and globalization of world social processes in general.

Methodology: The methodological basis of the study was the philosophical and anthropological approach - in solving the problem of forming a learning personality in the system of modern social relations, activity and system approaches contributed to the identification of the place and role of a learning personality (future employee) in the modern economic and social system as a whole.

Results: The most important problems of modern vocational education are revealed: the formation and becoming of a learning personality in the dynamically changing world of professions and the labor market. An analysis of the concepts of trans-professionalism and poly-professionalism is presented in the context of changing professionalism and changes in the nature and list of traditional professions. Objective and subjective factors of the development of a competently developed personality in the system of professional and higher education are revealed. The objective factors are presented as the laws of social development - divisions and changes of labor, as well as the law of labor universality, the meaning of which is to form a future specialist with universal skills and competencies - not only with a certain level of professional education, but also personal properties of creativity, mobility, communicativeness, deep responsibility for making difficult decisions, focusing on the result of his own work and, most important, with the formed skill of self-education and self-development. Subjective factors are considered to be the formation of professional thinking which should include signs of objectivity and practical functionality.

Applications of this study: The materials of this article can be useful for teachers of the vocational education system in the points of a strategy of the learning personality development, building an individual path of its development, planning development and the formation of general cultural and professional competencies, etc. The results of the study are important for lawmakers in the field of vocational education in creating and upgrading educational and professional standards, bringing them in line with educational standards according to with the objective factors in the development of vocational education and subjective factors - the requirements for learning personality and for the formation of professional thinking.

Novelty/Originality of this study: The interrelations of economics and vocational education are revealed on the level of educational and professional standards, requirements of employers and professional training of specialists in the system of professional and higher education.

Keywords: *globalization, integration, profession, trans-professionalism, vocational education, professional pedagogy, professional thinking, standards.*

INTRODUCTION

The modern age of globalization, as a process of world economic, political, cultural, religious integration, makes new demands on society as a whole, its separated structural elements (economics, politics, social sphere, etc.), and on a personality — on a developing, studying, working person ([Dorozhkin et al., 2018](#); [Omarova et al., 2018](#); [Barinova et al., 2018](#); [Tastan et al., 2018](#); [Shaidullina et al., 2018](#)).

It should be recalled that processes of globalization are historically evolving phenomena. In the economic sphere, this process began due to the rapid growth of European market relations, European trade and the formation of the European world economy. The globalization processes are considered to be born in the 12th – 13th centuries and to have flourished in the 16th – 17th centuries already due to the release of the European economy on the truly global market, the discovery of America, the colonial system appearance, etc. The current state is characterized by the presence of such structures like the International Monetary Fund (IMF), the World Trade Organization (WTO), the European Union (EU); the latter is aimed at the unity of the political and economic space the main idea whereof is free trade between countries being its members.

Russia is also included in the globalization processes in various spheres; it is a member of many international communities, in particular, the Community of Independent States (CIS), the Union State (Russia, the Republic of Belarus), BRICS

(Brazil, Russia, India, China, and the South-African Republic), the Asia-Pacific Economic Cooperation (APEC), and others. It demonstrates close interconnection of states in all spheres of their life and in further globalization and integration

Education, being a structural element of the social sphere (along with medicine, sports, social welfare, etc.), is not an exception in the integrative world processes occurring at the end of the 20th and the beginning of the 21st century.

Bright evidence of such integration in Europe is the Bologna process characterized by the convergence and harmonization of higher education systems of European countries to create a single European area of higher education ([Wang et al., 2018](#); [Kvon et al., 2018](#); [Baykalova et al., 2018](#)). Russia is known to be joined the Bologna process as well in September 2003 having started the radical restructuring of higher education in the country.

The problem of the mobility of students from different countries also is of interest from the integration viewpoint. According to the statistics, countries such as Australia, Canada, France, Germany, the United Kingdom, and the United States accept the largest number of foreign students - more than 50% of foreign students from all over the world. Only 3-4% of foreign students currently are studying in Russia, and Russian students abroad consist about 1% of their total number.

The vocational training of secondary vocational and higher education students are undergoing significant changes today: the structure, content, and teaching methods change; the target setting, the idea of targeting is changing. The basis of educational programs is a competency-based approach aimed at the formation of a competently-developed, mobile personality capable of self-determination in a complex poly-professional world, self-education and self-development, readiness and openness for future changes and transformations ([Mukhametzyanova et al., 2018](#); [Zhgenti et al., 2018](#); [Maharani & Subanji, 2018](#)).

That is why the scientific understanding of the problems of vocational education and vocational pedagogy, identification of problems and factors of student personality development at the present stage and formation of professional thinking of a specialist will have especial practical significance.

METHODOLOGICAL FRAMEWORK

Research Methods

In the research process, the following methods were used: theoretical (analysis; synthesis; concretization; generalization; analogy method; modeling; historical-logical, projecting and social prognostic modeling methods) and empirical (observation, description, the study of documents). The methodological basis of the study was the philosophical and anthropological approach - in solving the problem of forming a learning personality in the system of modern social relations, activity and system approaches contributed to the identification of the place and role of a learning personality (future employee) in the modern economic and social system as a whole.

The Research Experimental Base

The experimental base of the research was the system of professional-pedagogical educational organizations of the Russian Federation

Stages of the Research

The study of the problem was conducted in three stages:

On the first *theoretical and search* stage, the analysis of existing methodological approaches in the philosophical, economic and pedagogical scientific literature was carried out, the problem, purpose, research methods were identified, the conceptual and methodological research apparatus was refined.

On the second *theoretical and modeling* stage, a model of developing a learning personality in the system of modern professional and educational relations was worked out, experimental work was carried out on the basis of educational organizations of various types, and the conclusions of experimental work were analyzed, verified and refined.

On the third *theoretical and analytical* stage, the experimental work was completed, theoretical and practical conclusions were refined, the obtained results were generalized and systematized, and their approbation on the level of scientific reports and publications was conducted.

RESULTS

The results of the study are currently used for working out of the strategic development of educational organizations of the vocational and pedagogical education system in the new socio-economic conditions, are being introduced into the educational process of universities in the form of educational and methodical recommendations for the professional and methodical training of students and teachers in the framework of upgrading and recommendations for educational institutions to improve career guidance with students.

The results of the study were highlighted in the scientific theoretical developments in the framework of the State Assignment of the Ministry of Education and Science of Russian Federation "Study of theoretical and methodological problems of vocational and pedagogical education development in modern conditions" (2014-2017).

Issues of professional and personal formation in the so-called age of "globalization", in the "epoch of changes", training of a graduate of secondary vocational or higher education for modern material or mental production become particularly relevant today. The science of vocational education does not keep pace with the practice of vocational education, at the same time this practice does not always correspond to social and personal expectations (Fedorov and Tretyakova, 2016). Changes in the field of normative and legal creativity are so dynamic that the education system often does not have time to comprehend them, let alone implement. The challenges of the modern world require a qualitatively new specialist who is able to work, generate, create, and produce in a fundamentally different coordinate system.

The solution of the problem and contradiction should be looked for in the field of identifying the objective factors of social development, as well as the manifestation of the economic laws of social development - laws of division and change of labor discovered and formulated by K. Marx and the law of labor universality suggested by us earlier. Marx spoke about a "universal worker" capable of changing labor in the conditions of the development of capitalist production. We talk about the labor universality, for which a college or university graduate, who is capable not only of mastering modern technologies and equipment but also of their independent mastery and exercise of professional mobility, is necessary to be prepared (Zeer and Krezhevskikh, 2018; Zakirova and Volodina, 2018). The focus of the entire educational system is currently on the learning personality. Requirements of an employer in relation to an employee include, as a rule, flexibility, versatility, adaptability, the suitability of a person to constantly changing needs of labor. The law of labor universality is objectively provoked by the requirements of modernity for certain universality; Beside the certain basic level of vocational education, an employee must have special personal features of creativity, mobility, communication skills, deep responsibility for making complex decisions, focus on results, etc. That is called existential skills.

In conditions of the dynamically changing world, "...the human need for the constant actualization of his professional identity and, of course, self-education becomes..." particularly relevant (Kislov, 2018). In the opinion of scientists, one of the most important goals in the field of education is the anticipated education which manifests itself in "... the ability to change the type of professional activity, the content and quality of work during life. In this case, the professionalism of a person acquires a slightly different meaning. From the knowledge, skills, abilities and personality traits that are significant for this profession, the focus shifts towards professional potential as a basis for mastering new professions and activities, and adapting to new labor conditions". Therefore, particularly important today is the approach, according to which, firstly, graduates should receive special training in the vocational education system on orienteering in the world of professions, trends of its development and effective adaptation to it, and secondly, on the basis of mono-professional training they should try to master one more (or several) other, different from the main profession, activities. Only in this case, to some extent, a graduate can be considered to be ready to enter the world of labor and professions.

A significant role in the formation and development of a competently developed learning personality is played by a subjective factor — the formation of professional thinking, which should possess the attributes of objectivity and practical functionality (Dorozhkin et al., 2018). Formation of a specialist with supra-professional and poly-professional competencies is impossible by those traditional methods and methods being worked out for decades; an urgent need to form a new type of professional thinking has emerged. This topic is interdisciplinary in today's science today using the knowledge of philosophy, psychology, pedagogy and other sciences. In our opinion, formation of a professional thinking specialist should be based on the method of logical-semantic modeling, the meaning of which comes down to its two-level structure: the invariant level (the formation of those professional characteristics and features - universal competencies) and the variation level (formation of industry-specific properties of thinking - engineering, economic, medical, sporting, artistic and other types of thinking - professional competencies). Thus, there is an opportunity for a graduate to be trained for future professional activity with a pledged potential for self-determination, self-development, and self-education. In the vocational education system, it is always important to convergent the answers to the questions "what to teach?" and "how to teach?" Readiness for an unpredictable future needs to be shaped today in the modern system of vocational education.

Dynamic normative and creative activity of the Russian authorities is also worth noting in the context of development of vocational education: in the last decade it manifests itself in development of a variety of normative legal acts in the field of education: Federal Law "On Education in the Russian Federation", "Concept 2020: Development of Education", Federal state educational standards of different generations, Professional standard for teachers of vocational training and professional education, etc. All this speaks of the significance that the Russian state attaches to vocational and higher education in the country, the processes of upbringing and education of future specialists. Bringing educational and professional standards into conformity with the necessity should lead to a high level of graduate training that meets requirements of production and the labor market, which is the most important indicator of the quality of vocational education.

The federal-state educational standard (FSES 3++), which will come into force from 2019, implies resolving of the problem of disagreement of requirements to a graduate's competence between the educational and professional standards. This is due to the fact that the FSES 3 ++ introduces mandatory universal competencies that are not directly related to a

particular profession and are identical for all areas of higher education training: the formation of systemic and critical thinking; project development and implementation; communication; self-organization and self-development, etc. Thus, the educational standard projects onto the educational field the actual features and needs of modern society. The standard defines the formation of general professional competencies of students: the legal and ethical bases of professional activity; development of basic and additional educational programs; joint and individual study and educational activities of students, etc. The list of professional competencies is not included yet in the educational standard, as it is given to educational organizations for working out. The requirement defined in the standard for professional competencies is formation of competencies based on professional standards conforming to the professional training of graduates; it is also based on analysis of the requirements for professional competencies announced by the employer on the labor market.

Formation of universal competencies, such as systemic and critical thinking, and of general professional competencies, for example, knowledge of legal and ethical foundations of professional activity, leads to the necessity of reconsidering attitudes to disciplines of logic, philosophy, ethics, and others that are recently have become “unpopular”. These disciplines undergo serious changes in terms of reducing hours or their complete exclusion from the curriculum as irrelevant and not meeting modern requirements for the necessary professional skills and competencies development. The introduction of the FSES 3++ makes this approach to be radically reconsidered. Namely, logic as the science of correct forms of thinking and philosophy as the main world-view and methodological science form the outlook, “systemic and critical thinking”, that is directly stated in the standard of the new generation. Any activity connected with scientific and methodical work, comprehension and analysis of the labor market and the current state of the professions is impossible without this tool – the logically correct and verified thinking.

Analyzing the FSES 3++ from a practical point of a university teacher, we would like to note the special role of philosophy information of trans-professionalism which is understood as a phenomenon with “a high degree of synthesis and convergence of professional competencies belonging to different professional branches”. Philosophy, more than any other discipline, contributes to the formation of the ability to synthesize, to transition from one world view system to another, because every professionalism in its essence creates a special type of thinking, vision of the world, builds a specific ability to navigate in it, develop strategies of actions and decisions based on thinking patterns that are not always clearly verbalized, are sometimes felt as a kind of “naturalness” in a situation of being inside the professional community, and at the same time marking otherness, inorganic in the same field of representatives of other professions. Trans-professionalism demands free switching from solving one professional problem to another, flexibility and naturalness of this switching that, in turn, means the ability to move from one thinking model to another, understanding the points of their contact, the discovery of those “trans”-bridges which contribute to retention of the professional personality. Philosophy is the discipline that contributes to the development of this ability in its clear form. It teaches to think in different, often incompatible paradigms, develops the ability to relate them to each other, flexibly move between them selecting a model of reflection of a specific situation, and creates this “trans” as an additional quality of thinking which necessary in the modern world. Undoubtedly, updating modern curricula and work programs requires updated approaches to the teaching of traditional disciplines, as [T.Yu. Bystrova \(2018\)](#) rightly points out: “The internalization of humanitarian knowledge, its organic entry into the professional worldview of engineering students, naturally, cannot be provided by test control or retelling of primary sources. It is clear that a modern student needs to be able to make choice, see the general logic of concepts or theories, understand the implications of professional decisions, have a scale for evaluating of projects and products of other specialists” ([Bystrova, 2018.](#)). Indeed, the discovery of a specific “logic” in traditional texts of philosophy, the search for theoretical foundations, as well as the ability to convert alien concepts into decision-making tools and paradigms, to see in them the basis of one’s own position, all this creates a new perspective on the study of usual disciplines, brings the knowledge gained in these courses in line with the requirements of modernity.

Moreover, FSES 3++ directly prescribes the need for professional ethics to form a modern specialist. Unwritten ethical principles are again recognized and reconsidered in the current situation as a basis for successful professional activity. It is worth noting that in recent years, against the background of a general discourse about the importance of personality, the curricula of various universities have demonstrated that this interest boils down only to the bodily component: an increase of the number of semesters for studying the discipline “physical culture and sport”, the inclusion of “life safety” to the mandatory discipline list ([Loginova et al., 2018](#)). The change of standard creates conditions for creating a balance between the two sides of a person, reintroduces the requirement for the development of a spiritual component. Several competencies at the same time work to overcome this one-sidedness: the universal competence “Able to perceive intercultural diversity of the society in socio-historical, ethical and philosophical contexts”, general professional competencies “Able to carry out professional activity in accordance with normative legal acts in the field of education and the norms of professional ethics” and “Able to carry out spiritual and moral education of students basing on the fundamental national values”.

For all the importance of professional competencies, the group of universal competencies draws attention to itself. This interest is primarily caused by the fact that they reflect supra-professional competencies which are based on professional knowledge and skills. Appeal to research on the problems of professions leads to the conclusion that the classical definition and the essential content of this concept in recent years have undergone significant changes. The concept of “profession” as a sphere of a public division of labor loses its meaning. Increasingly, one can meet studies devoted to “transprofessions”, “trans-professionalism”, “poly-professionalism” and “trans-professionalism” that we have already mentioned above.

The success of reforms in vocational education is directly connected with the renewal of teaching staff. Currently, both radical, revolutionary measures such as the large renovation of teaching staff by attracting people from the business sphere (successful practitioners) are presented, and evolutionary - work with teachers' value-motivational attitudes, introducing an effective contract, updating programs and forms and methods upgrading qualification. In recent years, the *competence model of the modern teacher* has been actively discussed, especially in the vocational education system. This becomes especially relevant in connection with the introduction of the professional standard "Teacher of vocational training, vocational education and additional vocational education". The modern economic market requires the system of professional education to form *professional competence* in students – "we need not just an educated worker but a professional who is able to cope with non-standard complex production situations, to orient quickly in changing economic, social, technological and organizational circumstances and who is able to adapt successfully to changes, to build relations of positive interaction and cooperation with colleagues". Therefore, the connection between economics and education in the modern world can be defined as a mutual moderation and interconnection, where "leaps" in the economic development of the society often occur, namely, due to education.

DISCUSSIONS

The study of scientific papers on the problems of the interaction of economics and education, theory and methodology of professional pedagogy allows stating the deep interest of scientists in the integration processes taking place in the world, especially in the field of education, as the replication of human intellect is realized, the world is developed and transformed in all its diversity, namely, in this area.

The scientific literature notes that the terms "globalization", "internationalization" and "integration" have their own characteristics: the internationalization processes in the field of education preceded globalization which is the highest level of internationalization development. J. Knight believes that internationalization should be understood as the processes of integrating international intercultural and global elements into educational, scientific and administrative functions of higher education.

Exploring the concept of globalization in the field of education, we can agree with the opinion of I.B. Stukalova that this is a new process of creating a globally unified system with a certain degree of leveling the differences between its educational systems. Other authors regard the process of education globalization as that of adapting the learning system to demands of the global market economy.

Surveys of modern Russian scientists in the field of study suggest that the term "integration in the field of education" has been widely entered in the scientific turnover and is used in the context of integrating the national education system into the international educational space. Integration determines the development of international cooperation in education at the state level and the convergence of national educational systems, which is the result of the deepening and development of the processes of internationalization and integration of national educational systems.

The integration of the Russian state into the world community in various spheres of public life led to a new understanding of a number of concepts related to modern approaches and the interpretation of the profession that was already mentioned in this article. In particular, it would be appropriate to note that the methodological basis for transessions is multidimensionality which implies a transdisciplinary synthesis of knowledge from various sciences: natural, technical, social and humanitarian and philosophical". It is noted that the "Atlas of New Professions" reflects not just the list of professions but the very transessions which reflect supra-professional competencies: system thinking, inter-sectoral communication, project management, thrift, programming, customer focus, multiculturalism, tolerance for uncertainty, and creativity. This entire list clearly echoes those universal competencies that are presented in FSES 3++.

The problems of professional education as a social institution are closely related to all spheres of social life; the education system in general and vocational education, in particular, are impossible to be imagined in isolation from economics, politics and other spheres of social life, but the following psychological phenomenon should be paid attention: an applicant after having received the student status finds himself in a separate university environment solving short-term tasks in the form of preparation for classes, tests, and exams for some time; his release from college to real life, search of a place to work, meetings with an employer make him back "from heaven to earth". An employer is mostly interested not in a paper with marks of a diploma, but in specific knowledge, skills, abilities, and competencies of a graduate: what you know, what you can do, whether you are ready for certain types of activities, whether you can cooperate, negotiate, etc. "This is a serious problem of the future professional becoming and development of a young specialist: being adapted to the environment of an educational institution, he is maladapted and disoriented in the labor market where he, in fact, will have to develop in the future".

There are several facets in solving this problem: the first is to change the labor market itself (the disappearance of a number of professions, the modification of others and the emergence of new professions; a number of studies deal with the emergence of the "transession" concept (instead of or along with the existing concept of profession) or multi-professional education (Kislov, 2018; Ronzhina, 2018), the second is to change the structure of vocational education in Russia - the transition to a two-level education; change of graduates vocational training in connection with the transition of Russia to the international level of cooperation (joining the Bologna process), and the third - reflects the needs of the Russian

economy in training of demanded, highly qualified, competitive specialists, etc. In connection with the last request, the problem of providing educational organizations with teaching staff is organically formulated by the teachers of vocational training and vocational education.

CONCLUSION

In conclusion, it should be noted that the integrative processes occurring in recent years in the world directly affected and involved Russia and Russian education in its orbit. Already today, the world of the upcoming future is dictating to us its terms of training specialists for tomorrow's economy and for the production of material and spiritual values. The necessity of a thorough analysis of the situation in the world of professions and the labor market allows correcting the content and forms of vocational education, focusing on significant problems and preparing students for an unpredictable, rapidly advancing future. We do not know what it will be, what is waiting for us tomorrow, in a year or two, but the need for continuous development, self-education and mastering a variety of skills and competencies, the formation of a new type of professional thinking, readiness for unpredictability – all this is what is necessary to be understood and done today in order not to be lost in tomorrow and to find your niche, your place in life.

The materials of this article can be useful for teachers of the vocational education system in the points of a strategy of the learning personality development, building an individual path of its development, planning development and the formation of general cultural and professional competencies, etc.

The results of the study are important for lawmakers in the field of vocational education in creating and upgrading educational and professional standards, bringing them in line with educational standards according to with the objective factors in the development of vocational education and subjective factors - the requirements for learning personality and for the formation of professional thinking.

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