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**COMPARATIVE ANALYSIS OF PROFESSIONAL COMPETENCE
IN THE FIELD OF PERSONAL QUALITIES OF STUDENTS
OF TEACHING AND NON-TEACHING PROFILES**

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The structure and content of professional competence in the field of personal qualities of students of teaching and non-teaching profiles are examined. The analysis of strong or weak points of a personality of students of these profiles has been conducted using the list of self-evaluation.

The results of results can be used in the educational sphere of Universities to establish and develop personal qualities of students of teaching and non-teaching profiles.

According to the results, specific in personal qualities of teaching and non-teaching profiles are revealed.

Keywords: professional competence; students teaching and non-teaching profile; comparative analysis of the personal qualities.

**СРАВНИТЕЛЬНЫЙ АНАЛИЗ
СТРУКТУРЫ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ
В ОБЛАСТИ ЛИЧНОСТНЫХ КАЧЕСТВ У СТУДЕНТОВ
ПЕДАГОГИЧЕСКОГО И НЕПЕДАГОГИЧЕСКОГО ПРОФИЛЕЙ**

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В статье определены структура и содержание профессиональной компетентности в области личностных качеств у студентов педагогического и непе-

дагогического профилей. С помощью листа самооценки профессиональной деятельности проведен анализ сильных и слабых сторон качеств личности у студентов данных профилей.

Результаты исследования могут быть использованы в образовательной среде вуза для формирования и развития личностных качеств у студентов педагогического и непедагогического профилей.

По результатам исследований выявлена специфика личностных качеств у студентов педагогического и непедагогического профилей.

Ключевые слова: профессиональная компетентность; студенты педагогического и непедагогического профиля; сравнительный анализ личностных качеств.

Mobility, responsibility and independence in decision-making, ability to non-standard labor actions, readiness for changes is a characteristic of the successful professional in any field of activity. Professionalism is defined not only by concrete knowledge and abilities, but also by ability to work creatively, independently, the developed universal qualities: initiative, efficiency of business and interpersonal communication and so forth.

Except professionally important qualities in labor, social and other activity for any person, independent on a profession, personal qualities are important because it is necessary to interact with surrounding people.

V.D. Shadrikov, I.V. Kuznetsova [7], L.P. Alekseeva, N.S. Shablygina [1], A.K. Markova, etc. were engaged in consideration of problems of professional competence of the teacher, N. V. Shishlin [8], I.A. Koch, V.A. Orlov [5], etc, in not pedagogical sphere.

In researches of scientists the structure of professional competence of area of personal qualities is considered only at teachers. We made attempt of identification of structure of professional competence of area of personal qualities at experts of not

pedagogical profile by means of the comparative analysis of this structure at students of pedagogical and not pedagogical specialties.

According to I.A. Zimnjaja, competence is an actual, formed personal quality as based on knowledge, intellectual and personal caused social and professional characteristic of the person, his personal quality [4].

Competences is an integrated result of training which is expressing in readiness of the subject effectively to use internal and external resources for performance of professional activity in standard and non-standard situations [2]. Competences belong to activity, competence characterizes the subject of activity. Competence does not resist to knowledge, abilities and personal qualities. They, under certain conditions, can be considered from positions of professional competence

Professional competence is a system of knowledge and abilities necessary for performance of concrete professional activity (E.F. Zeer, L.M. Mitina) [3].

Professional competence is an ability to operate successfully on a basis of practical experience, ability and knowledge at the solution of professional tasks [8, p. 8].

Competence of area of personal qualities reflects the features characterizing the graduate as the expert, capable to cope with pedagogical and not pedagogical activity.

V. D. Shadrikov and I.V. Kuznetsova in the work [7] define the general sense, the maintenance of personal qualities and open competence of this area for teachers through the following key indicators: empathic, social reflection, self-organization, general culture. On the basis of these researches we defined personal qualities of people of not pedagogical specialties and united them in table 1.

Table 1

Structure and content of professional competence in the field of personal qualities

o.	Factor	Definition	Content of personal qualities	
			Pedagogical specialties	Non-Pedagogical specialties
1.	Empathic	understanding of an emotional feeling of other person by means of empathy, getting into his subjective world	ability to feel pleasure or pain of the pupil, to understand the reasons of his stress, to feel what happens to the child and other participants of educational process	ability to rejoice and endure failures in collective
2.	Social reflection	aspiration and ability of the person to look at himself by eyes of other people, to estimate himself from outside	ability to see himself by eyes of pupils, colleagues, parents; ability to support students and colleagues; ability to find strengths and development prospects for each student; ability to analyze the reasons of acts and behavior of the students	ability to look at a situation from the point of view of others and to reach mutual understanding; ability to support colleagues
3.	Self-organization (self control)	ability of a person to time correctly	ability to organize the activity and activity of students for achievement of all planned purposes of a lesson, he has an order in papers, on a workplace, in a class; ability to keep emotional balance and optimism necessary for business; ability to correct in time the drawn-up plan of a lesson depending on current situation	ability to plan, to time and to carry out activities in time, internally disciplined, order on a workplace; ability to work effectively without external control and checks; ability quickly to bring adjustment in ways of achievement of planned result
4.	General culture	this combination of vital installations and valuable orientations, standards of speech and cultures of the interpersonal	possesses a broad outlook, easily supports conversations on various subjects; the behavior and appearance of the teacher meet	possesses a broad outlook, easily supports conversations on various subjects; the behavior and appearance of the

		relations, commitment to universal values: to good, beauty, freedom	ethical standards; is informed on the main events and changes in social life; possesses a pedagogical tact, is delicate in communication; statements of the teacher are constructed competently and available to understanding, the high standard of speech	teacher meet ethical standards; is informed on the main events and changes in social life; considerate in communication; respects the dignity of other person and keeps the own
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So, the general sense, the content of personal qualities of people of pedagogical and not pedagogical specialties is identical. Only people of pedagogical specialties these qualities will concern directly pedagogical process and students, and at persons of not pedagogical specialties – a work collective, the management.

After the carried-out theoretical analysis we asked a question: «And how students of final years of pedagogical and not pedagogical profiles estimate their strong and the weaknesses necessary in professional activity?» For this purpose among them was carried out self-inspection, having suggested them to fill a form of a self-assessment of professional activity [7], which is adapted for our research.

Form of a self-assessment of professional activity

Your future professional activity is considered important and difficult. To estimate own strong and weaknesses, to reveal reserves for further professional growth, we suggest you to fill a self-assessment form. We hope that, the offered technique will promote your professional development.

A number of statements which reflect separate actions and the qualities necessary for professional activity is offered to you, using 5 mark scale:

- 5 – yes, always;
- 4 – almost always;
- 3 – You choose something average, your opinion depends on a situation, circumstances, additional factors (often);
- 2 – sometimes;

1 – no, never.

Put your answer with the sign «+» in the corresponding column.

Interpretation of results: for definition of level of expressiveness of this or that indicator it is necessary to count average value on each of them. Average value of an indicator is determined by a method of division of a score by the parameters relating to the corresponding indicator on 5 (on number of parameters). Thus, on the basis of processing of results degree of expressiveness of indicators of competence is determined by a five-point scale.

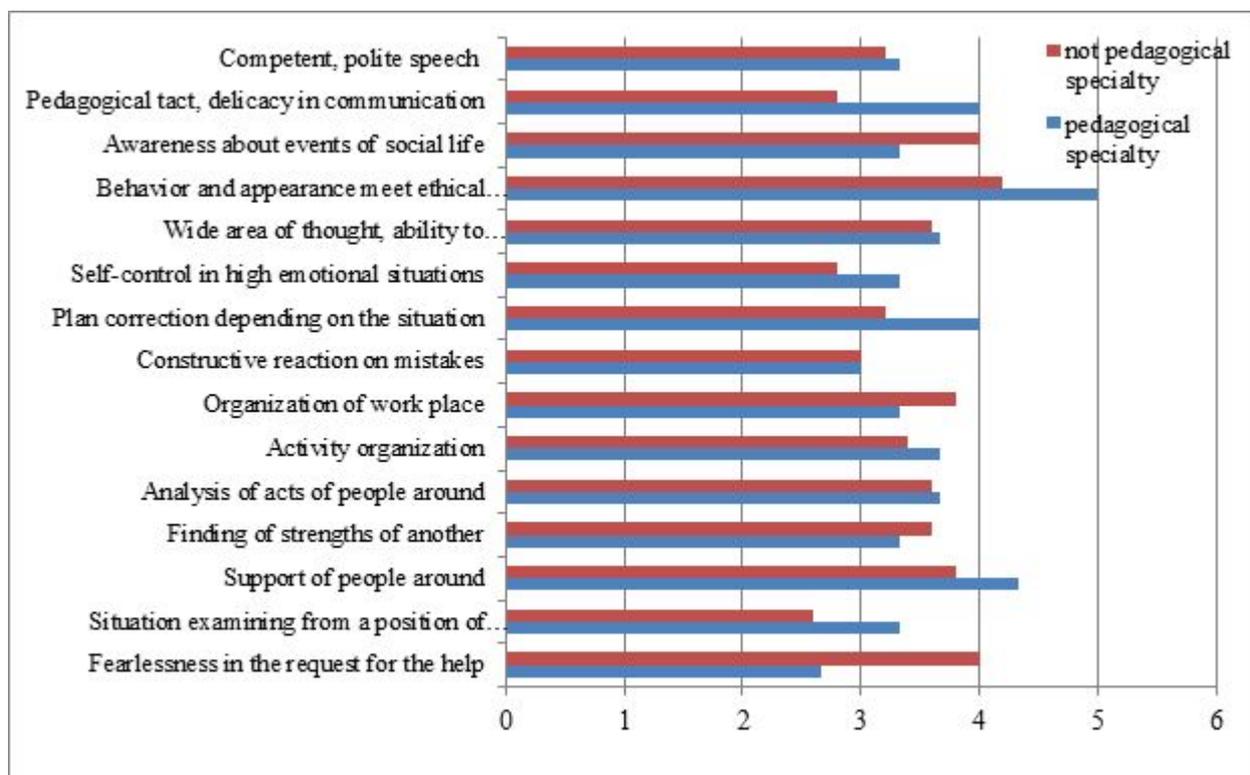
80 students of older years of Chuvash state University participated in our interview: from them 43 are of pedagogical specialty and 37 are not pedagogical. The received results are given in table 2 and figure 1.

Table 2

Average value of a self-assessment of professional activity

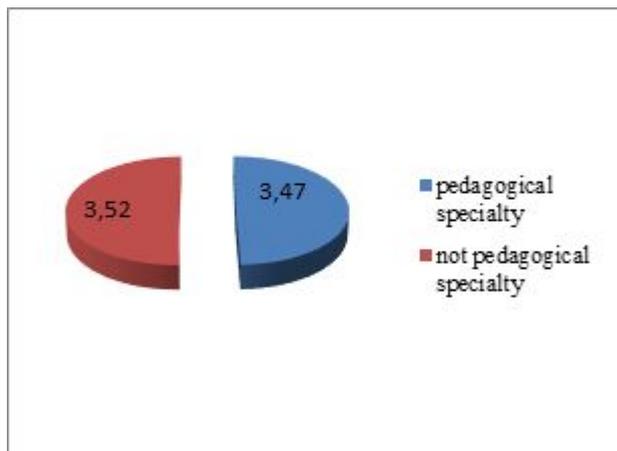
o.	Factor	Graduates of pedagogical specialties	Graduates of not pedagogical specialties
1.	All people around fearlessly ask me for the help, having met difficulties in the solution of this or that question	2.67	4.0
2.	I am able to look at a situation from a position of others and to reach mutual understanding	3.33	2.6
3.	I am able to support people around	4.33	3.8
4.	I am able to find strengths and development prospects for everyone	3.33	3.6
5.	I am able to analyze the reasons of acts and behavior of people around	3.67	3.6
	Total: empathic and social reflection	3.47	3.52
6.	I am able to organize the activity and activity of people around me for achievement the planned purposes	3.67	3.4
7.	My working space is well organized	3,33	3,8
8.	I react structurally to mistakes and difficulties arising in the process of activity realization	3,0	3,0
9.	I introduce in time amendments in the drawn-up plan depending on current situation	4,0	3,2
10.	I keep self-control even in high emotional situations	3,33	2,8
	Total: Self-organization	3,47	3,24

11.	I possess a wide area of thought, I easily support conversations on various subjects	3,67	3,6
12.	My behavior and appearance meet ethical standards	5,0	4,2
13.	I am informed about main events and changes of modern social life	3,33	4,0
14.	I possess a pedagogical tact and I am delicate in communication	4,0	2,8
15.	My statements are constructed competently and well for understanding, I am distinguished by the high standard of speech	3,33	3,2
Total: General culture		3,87	3,56

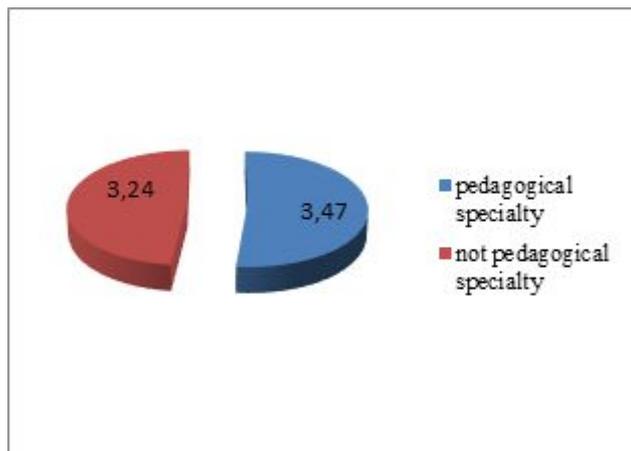


Pic.1 Indicator of a self-assessment of professional activity

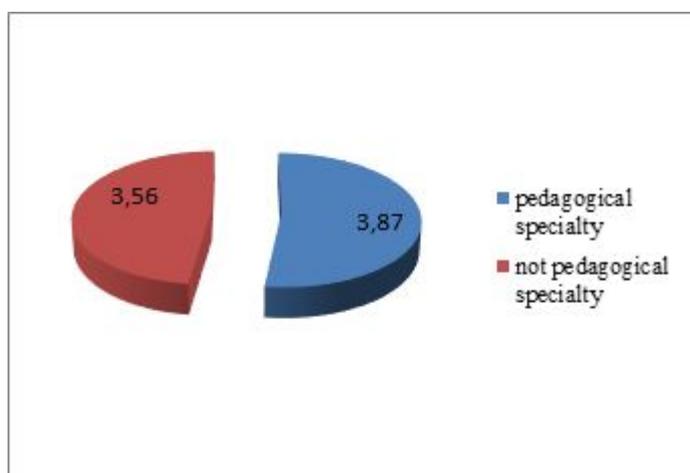
We issued results on competence indicators in the form of drawings: 2 – «Empathic and a social reflection», 3 – «Self-organization», 4 – «The general culture».



Pic. 2 Empathic and a social reflection



Pic. 3 Self-organization



Pic. 4 General culture

Conclusions:

1. For all people irrespective of a profession the personal qualities are important. Their importance is dictated by continuous finding of the personality in society, its interaction with the person.
2. The general sense and content of personal qualities of people of pedagogical and not pedagogical specialties have interface points.
3. At people of pedagogical specialties manifestation of personal qualities first of all concern directly pedagogical process and students, and at persons of not pedagogical specialties – a work collective, management.
4. Students of both profiles on all indicators of professional competence of area of personal qualities have approximately an identical level of proficiency.

5. Some personal qualities at students of not pedagogical profile are expressed more brightly: fearlessness in the request for the help, in the solution of these or those questions; ability to find strengths and development prospects for everyone; good organization of working space; awareness on the main events and changes of modern social life

So, on the basis of the conducted research we can recommend to teachers of higher educational institutions when training students:

1) to pay special attention to development of such personal qualities, as:

- pedagogical profiles - fearlessness in the request for the help, in the solution of these or those questions; awareness on the main events and changes of modern social life;

- not pedagogical profiles - ability to look at a situation from a position of others and to reach mutual understanding; ability to keep self-control even in high emotional situations; possession of a pedagogical tact, delicacy in communication;

2) to improve these qualities by means of interactive methods of training: «Creation of a situation of success, a choice and decision-making», the business game «Discussion of Weak Places», the integrated training courses, «The analysis of concrete situations», «Reflexive games for stress removal», training of «Creativity», video practical works, etc.

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